

College of St. Mary  
Traditional Program

2016 | Title II  
Reports

Complete Report Card

AY 2014-15

## Institution Information

**Name of Institution:** College of St. Mary  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Nebraska

**Address:** 7000 Mercy Road  
  
Omaha, NE, 68106

**Contact Name:** Dr. Dee Acklie  
**Phone:** 402-399-2606  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art	No
Basic Business	No
Biology	No
Business, Marketing and Information Technology	No
Chemistry	No
Coaching	No
Early Childhood Education	No
Early Childhood Inclusive	No
Elementary Education	No
English as a Second Language	No
English Language Arts	No
Health and Physical Education	No
Information Technology	No
Mathematics	No
Middle Grades	No
Religious Education	No
Science	No
Secondary English	No
Social Science	No
Spanish	No

Special Education 7-12	No
Special Education K-6	No
<b>Total number of teacher preparation programs: 22</b>	

## Section I.b Admissions

**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

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

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

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

Transfer students who enter at the sophomore or junior level are admitted at the end of their first or second semester 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 Undergraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the undergraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.**

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No

Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other ePortfolio	Yes	Yes

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

2.65

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

3.741

**What is the minimum GPA required for completing the program?**

2.75

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

3.459

**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	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes

Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	Yes	No
Other e portfolio	No	Yes

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

2.75

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

3.096

**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**

3.966

**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:	93
Unduplicated number of males enrolled in 2014-15:	9
Unduplicated number of females enrolled in 2014-15:	84

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	52
Two or more races:	2

## 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	165
Average number of clock hours required for student teaching	676
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	100
Number of students in supervised clinical experience during this academic year	64

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. The significant change in the numbers of adjunct faculty reported, is because of a change in interpretation of Guidance provided by Westat in the clarification webinar and the change in NE rule to define supervised clinical as student teaching. This change significantly impacts the number of students reported and the number of faculty supervising.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	20

Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	22
Teacher Education - Secondary Education	14
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	2
Teacher Education - English/Language Arts	16
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	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	10
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	5
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Latin	1
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.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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	8
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	13
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
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	1
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	6
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	2
Sociology	2
Visual and Performing Arts	3
History	1
Foreign Languages	4

Family and Consumer Sciences/Human Sciences	4
English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	6
Engineering	
Biology	4
Mathematics and Statistics	1
Physical Sciences	1
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	3
Computer and Information Sciences	
Other Specify: forensic science, general studies, womens studies, speech language pathology	5

## Section I.f Program Completers

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

2014-15: 64

2013-14: 49

2012-13: 65

## 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?

3

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:

Provide any additional comments, exceptions and explanations below:

#### 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?

3

Provide any additional comments, exceptions and explanations below:

#### 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?

3

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1))

**(A)(ii), §206(a)**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 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?**

5

**Did your program meet the goal for prospective teachers set in science 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:**

**Provide any additional comments, exceptions and explanations below:**

**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?**

5

**Provide any additional comments, exceptions and explanations below:**

**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?**

5

**Provide any additional comments, exceptions and explanations below:**

**Section II Annual Goals - Special Education**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2014-15**

**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?**

10

**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:**

College of Saint Mary has added additional cohort tracks in our Master's of Arts in Teaching program to include K-6 and 7-12 special education endorsements.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 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?**

10

**Provide any additional comments, exceptions and explanations below:**

**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?

8

Provide any additional comments, exceptions and explanations below:

In addition to the MAT cohorts, College of Saint Mary has reworked our Early Childhood Inclusive program. This is a growing need within Nebraska.

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

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

Yes

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

15

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

Yes

Description of strategies used to achieve goal, if applicable:

ESL was added to the MAT elementary Education Track. All students enrolled in Elementary Education at the MAT level had an ESL endorsement beginning spring 2015.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 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?

**Provide any additional comments, exceptions and explanations below:**

We will maintain our current MAT numbers and continue to encourage our undergraduate students to look at his endorsement as an option.

**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?**

10

**Provide any additional comments, exceptions and explanations below:**

We added an additional endorsement of Reading and Writing to the Master's of Arts in Teaching elementary option. This is also an area of need in Nebraska. This may impact the number of ESL trained teachers at College of Saint Mary.

## 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:**

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

The program's number of practicum hours in genuine and diverse classroom settings have been maintained 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, , mathematics, 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 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 provided 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. Units required in SPE 101/501 focus on working with English Language learners, co-teaching and Rtl practices.

All Teacher Education students are required to take SPE 240/540. Within this course, students learn to strengthen communication skills with professionals, paraprofessionals, 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, and outlines of 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 field experience and clinical practice 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 Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	27	165	23	85
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS)	28	184	28	100

Other enrolled students				
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	29	171	28	97
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	60	180	60	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	58	180	58	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	41	181	40	98
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	58	178	58	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	59	179	59	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	58	180	58	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	41	181	41	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	58	179	58	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	58	177	58	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	58	177	58	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS)	39	178	39	100

All program completers, 2013-14				
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	57	176	57	100

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	59	59	100
All program completers, 2013-14	41	40	98
All program completers, 2012-13	58	58	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

Higher Learning Commission of North Central Association of Colleges and Universities

**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.**

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 or SPE 201 Adaptive Technology, 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 field experience and clinical practice and to provide data on the growth of their students through a case study during clinical. All CSM Teacher Education students complete at least one course online.

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

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

**Does your program prepare general education teachers to:**

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

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

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, and outline information needed for SAT, MDT, and IEP/IFSP meetings, co-teaching and Rtl. 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.

Additionally, all elementary education and early childhood majors are required to take SPE 430/530 a literacy assessment course. This course teaches students to use an assessment cycle to better understand individual needs of students around literacy learning.

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**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.**

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.

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, and outlines of information needed for 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.

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 Special Education teachers. Students closely examine how to utilize 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/Rtl 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 meetings held at their practicum sites. 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 is the program's 2011-2012 institutional assessment report.

Supporting Files

## Complete Report Card

AY 2014-15



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