WA

Seattle Pacific University
Alternative, IHE-based Report AY 2019-20
Washington

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	

Total number of teacher preparation programs:

3

SECTION I: PROGRAM INFORMATION

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

THIS PAGE INCLUDES:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ○ Yes
- ● No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	○ Yes ○ No	○ Yes ○ No
Fingerprint check	○ Yes ○ No	○ Yes ○ No
Background check	○ Yes ○ No	○ Yes ○ No
Minimum number of courses/credits/semester hours completed	○ Yes ○ No	○ Yes ○ No
Minimum GPA	○ Yes ○ No	○ Yes ○ No
Minimum GPA in content area coursework	○ Yes ○ No	○ Yes ○ No
Minimum GPA in professional education coursework	○ Yes ○ No	○ Yes ○ No
Minimum ACT score	○ Yes ○ No	○ Yes ○ No
Minimum SAT score	○ Yes ○ No	○ Yes ○ No
Minimum basic skills test score	○ Yes ○ No	○ Yes ○ No
Subject area/academic content test or other subject matter verification	○ Yes ○ No	○ Yes ○ No
Recommendation(s)	○ Yes ○ No	○ Yes ○ No
Essay or personal statement	○ Yes ○ No	○ Yes ○ No

Element	Admission	Completion
Interview	○ Yes ○ No	○ Yes ○ No
Other Specify:	○ Yes ○ No	○ Yes ○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	● Yes ○ No	● Yes ○ No
Fingerprint check	● Yes ○ No	● Yes ○ No
Background check	● Yes ○ No	● Yes ○ No
Minimum number of courses/credits/semester hours completed	● Yes ○ No	● Yes ○ No
Minimum GPA	● Yes ○ No	● Yes ○ No
Minimum GPA in content area coursework	● Yes ○ No	● Yes ○ No
Minimum GPA in professional education coursework	● Yes ○ No	● Yes ○ No
Minimum ACT score	○ Yes ● No	○ Yes ● No
Minimum SAT score	○ Yes ● No	○ Yes ● No
Minimum basic skills test score	● Yes ○ No	● Yes ○ No
Subject area/academic content test or other subject matter verification	● Yes ○ No	● Yes ○ No
Recommendation(s)	● Yes ○ No	○ Yes ● No
Essay or personal statement	● Yes ○ No	○ Yes ● No

Element	Admission	Completion
Interview	● Yes ○ No	○ Yes ● No
Other Specify: GRE or Millers Analogy required for admission if cum GPA lower than 3.0; passing…	● Yes ○ No	○ Yes ● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

You have programs with the student teacher model, but "clock hours of supervised clinical experience required prior to student teaching" is 0. Please correct the data, or confirm.

☑ I confirm that there are 0 hours required

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	0
Number of clock hours required for student teaching	1350

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	15
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	125
Number of students in supervised clinical experience during this academic year	89

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

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

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

The sum of one or more categories does not equal the reported total. Please correct the data, or confirm.

☑ **Sum(s) do not equal total**

PLEASE PROVIDE AN EXPLANATION:

The students report both race and ethnicity so those who indicate they are Hispanic also report a race.

2019-20 Total	
Total Number of Individuals Enrolled	74
Subset of Program Completers	74

Gender	Total Enrolled	Subset of Program Completers
Male	24	24
Female	50	50
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	3	3

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	2	2
Hispanic/Latino of any race	8	8
Native Hawaiian or Other Pacific Islander	1	1
White	53	53
Two or more races	10	10
No Race/Ethnicity Reported	5	5

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	11
13.1202	Teacher Education - Elementary Education	19

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	16
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	5
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- (●) Yes
- ( ) No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Master of Arts in Teaching	61
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** Masters in Teaching Math and Science	13

SECTION I: PROGRAM INFORMATION

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

THIS PAGE INCLUDES:

>> Program Assurances

Program Assurances

1. Program 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
- ( ) No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- (●) Yes
- ( ) No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- (●) Yes
- ( ) No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- (●) Yes
- ( ) No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- (●) Yes
- ( ) No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- (●) Yes
- ( ) No

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

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

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2019-20)
- Review Current Year's Goal (2020-21)
- Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Enroll 10 teacher candidates and increase the diversity.

3. Did your program meet the goal?

- ( ) Yes
- (●) No

4. Description of strategies used to achieve goal, if applicable:

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

To continue offering a flexible program to promote distance learning for the teacher candidates. Further support in recruitment efforts will continue. Distance learners will be invited (though not required) to join the in person class meetings via Zoom and faculty will continue to seek out methods for higher engagement in online courses.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

To increase math enrollment to 10 teachers. To continue offering a flexible program to promote distance learning for the teacher candidates. The distance learners will be invited (though not required) to join the in person class meetings via Zoom.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Increase enrollment to 10 teachers. Continue to work with the advising and recruitment office to be strategic about recruiting more students of color.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2019-20)
- Review Current Year's Goal (2020-21)
- Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Enroll 10 teacher candidates and increase diversity. To continue offering a flexible program to promote distance learning for the teacher candidates. The distanced learners will be invited (though not required) to join the in person class meetings via Zoom. Additionally, promote opportunities for students to be trained by experts through Learning Walks. This will involve applying for a grant to financially support this experience.

3. Did your program meet the goal?

- ( ) Yes
- (●) No

4. Description of strategies used to achieve goal, if applicable:

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

To continue to intentionally recruit teacher candidates into the MTMS program which allows for a cohort based model that utilizes best practices for STEM education.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Enroll 10 teacher candidates and increase diversity. To continue offering a flexible program to promote distance learning for the teacher candidates. The distanced learners will be invited (though not required) to join the in person class meetings via Zoom. Additionally, promote opportunities for students to be trained by experts through Learning Walks. This will involve applying for a grant to financially support this experience.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

To operate and constantly improve the only master's program designed specifically for preparing math and science teachers, the MTMS program. This program features a cohort-model, residency internship, and methods course sequence that teaches the latest research in STEM pedagogies.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2019-20)
- Review Current Year's Goal (2020-21)
- Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

We anticipate certifying approximately 6 special education teachers.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

4. Description of strategies used to achieve goal, if applicable:

We certified 11 teachers. The program flexibility at the graduate level, supervision, edTPA support by faculty and supervisors, MTSS structure to courses, and student and faculty support.

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

We anticipate enrolling 10 special education teachers.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

To enroll about 12 special education students in the ARC program.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2019-20)
- Review Current Year's Goal (2020-21)
- Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

To transition from an external ELL provider (TESOL) to in-house ELL endorsement certification. Increase numbers of students completing an ELL endorsement in partnership with the SPU's Center for Professional Education.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

4. Description of strategies used to achieve goal, if applicable:

We have created additional pathways and supports to help students earn the ELL endorsement. 1) We've integrated some of the coursework into the program so students needs less additional coursework to earn the endorsement. 2) The ELL courses are in-house (with CPE) we (SOE/CPE) coordinate to make sure courses can meet the needs of both populations of students. 3) we make flexible placements and arrangements to help students get the experience for the ELL endorsement. 4) we have multiple pathways for students to earn teacher ed with an ELL endorsement. 5) they get specific administrative support to help ensure they finish the classes, tests, etc. on time.

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

6. Provide any additional comments, exceptions and explanations below:

SPU desires to increase our enrollment in students choosing the ELL endorsement each year as we strive to better prepare the teacher workforce to serve the increasingly multilingual student population in Washington state. To that end, we have focused on supporting emerging bilingual and multilingual students this year with a series of professional development workshops for faculty and students. These activities align with the WA state newly adopted WIDA standards, which have also been incorporated into the ELL coursework.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

To increase the numbers of teachers earning an ELL endorsement to ten.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

To increase the numbers of teachers earning an ELL endorsement to ten.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
503 -ART Evaluation Systems group of Pearson Other enrolled students	2			
503 -ART Evaluation Systems group of Pearson All program completers, 2017-18	2			
305 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	5			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	8			
306 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	7			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	1			
307 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	21	249	19	90
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	20	259	20	100
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	19	257	18	95
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	20	260	20	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	7			
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	10	48	10	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	7			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	13	259	12	92
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	2			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2017-18	1			
118 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	1			
41 -FAMILY AND CONSUMER SCIENCES EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
120 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	6			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2017-18	2			
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	9			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	2			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
42 -LIBRARY MEDIA Evaluation Systems group of Pearson All program completers, 2017-18	2			
128 -LIBRARY SPECIALIST Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
304 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	5			
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
504 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
504 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2017-18	1			
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	1			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2017-18	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
308 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	7			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	4			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	2			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	10	45	10	100
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	4			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	8			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	18	48	18	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	18	261	18	100
55 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	2			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

›› Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	1		
Other enrolled students	98	90	92
All program completers, 2019-20	42	38	90
All program completers, 2018-19	9		
All program completers, 2017-18	185	181	98
All program completers, combined 3 academic years	236	228	97

SECTION IV: LOW-PERFORMING

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

THIS PAGE INCLUDES:

>> Low-Performing

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- (●) Yes
- ( ) No

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

- [x] State
- [ ] CAEP
- [ ] AAQEP
- [ ] Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Use of Technology

Use of Technology

1. **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. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - [x] Yes
   - [ ] No

   b. **use technology effectively to collect data to improve teaching and learning**

   - [x] Yes
   - [ ] No

   c. **use technology effectively to manage data to improve teaching and learning**

   - [x] Yes
   - [ ] No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - [x] Yes
   - [ ] No

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

   We expect our candidates to use technology throughout the program. They are involved in using a variety of technologies to complete their work for courses. These include search engines, various blogging tools, word processors, spreadsheets, discussion groups, listserves, and a variety of other web 2.0 and computer-based technologies. This has increased even more due to COVID-related instruction. Our faculty also model the incorporation of various technologies into coursework. As mentioned above, students are regularly engaged in assignments that require them to use technology. They also see technology used on a regular basis. Document projectors, Internet projections, a variety of animations, as well as smartboards, and other technologies are routinely used in classes they take. Since our students take many of their courses while embedded in the internship placement, they have an immediate opportunity to apply the technology they use in completing university coursework as well as what they are taught in their specific technology course. During spring of 2019-2020 teacher candidates had even more experience with working with their students using educational technology due to the move to online learning.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

THIS PAGE INCLUDES:

›› Teacher Training

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   There are several classes that incorporate training on differentiated instruction for students. This includes students with disabilities as well as students who have limited English proficiency. In addition to the integrated focus in the ARC program, all students are required to take EDSP 6644 Educating Exceptional Students, EDU 6132 Learners in Context and EDU 6133 Diversity, Equity and Inclusion to help ensure that our students are well prepared to work with students with disabilities.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   There is a separate class that deals specifically with how to work effectively with the rest of the building/district team to meet the needs of students with disabilities through participation on an IEP team.

   c. **Effectively teach students who are limited English proficient.**

   The ARC program takes an integrated focus on preparing teachers to teach all students, but in addition, all students are required to take EDSP 6644 Educating Exceptional Students, EDU 6132 Learners in Context and EDU 6133 Diversity, Equity and Inclusion to help ensure that our students are well prepared to work with students with disabilities.

2. **Does your program prepare special education teachers?**

   - (●) Yes
   - ( ) No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   Students would choose to earn an endorsement to be certified to be a special education teacher as part of their ARC program. The courses are: EDSE 5179 Fundamentals of Special Education; EDSE 5194 Teaching Strategies: Powerful Academic Strategies for All Students in Inclusive Classrooms; EDSE 5079 Autism & Asperger's Disorders (3); EDSE 5075 Trends in Early Childhood Special Education (3); EDSE 5081 Special Ed. Assessment & IEP (3); EDSE 5127 Severe Disabilities (3); EDSE 5653 Teaching Reading to Exceptional Students (3); Choose ONE of the following courses: EDCT 5384 Using Multi-Tier System of Supports to Improve Literacy and Behavior Outcomes or EDCT 5411 Response to Intervention: Changing How We Do Business (5); Choose ONE of the following courses: EDSE 5939 Understanding Autism Spectrum Disorders (5) or EDSP 5969 Attention Deficit Disorder (3)

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities***

Education Act.

This course would be covered through the list of courses in the endorsement program

c. **Effectively teach students who are limited English proficient.**

The ARC program takes an integrated focus on preparing teachers to teach all students, but in addition, all students are required to take EDSP 6644 Educating Exceptional Students, EDU 6132 Learners in Context and EDU 6133 Diversity, Equity and Inclusion to help ensure that our students are well prepared to work with students with disabilities.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Contextual Information

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

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

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Robin L Henrikson

TITLE:

Director of Assessment, School of Education

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Peter Renn

TITLE:

Assistant Dean, School of Education