WA

Gonzaga University
Traditional Report AY 2017-18
Washington

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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CITY

Spokane

STATE

Washington

ZIP

99258

SALUTATION

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Amanda

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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?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

- ○ Yes
- ◉ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> Program Information

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

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 https://www2.ed.gov/programs/tqpartnership/awards.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Elementary Education- Post Baccalaureate	No	
Elementary Education- Undergraduate	No	
Elementary Education-Graduate	No	
Physical Education	No	
Secondary Education- Graduate	No	
Secondary Education- Post Baccalaureate	No	
Secondary Education- Undergraduate	No	
Special Education	No	
Special Education- Graduate	No	
Total number of teacher preparation programs: 9		

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Admissions
- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

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

Other

If Other, please specify:

When the specific requirements are met

2. Does your initial teacher certification program conditionally admit students?

- Yes
- (•) No

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

https://www.gonzaga.edu/school-of-education/departments/graduate/admission/application-requirements

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

The link provided above is for Master of Initial Teaching admission requirements. Undergraduate admission requirements for the teacher certification program are posted on the internal Gonzaga website within the Certification Handbook provided to all candidates on Blackboard.

Undergraduate Requirements

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

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit

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
Interview	○ Yes ● No	○ Yes ● No
Other Specify: edTPA	○ 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.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.63

4. 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.)

2

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.63

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

Postgraduate Requirements

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

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

- [x] 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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	Yes / No	Yes / No
Fingerprint check	Yes / No	No
Background check	Yes / No	No
Minimum number of courses/credits/semester hours completed	Yes / No	Yes / No
Minimum GPA	No	Yes / No
Minimum GPA in content area coursework	No	Yes / No
Minimum GPA in professional education coursework	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
Interview	Yes / No	No
Other Specify: edTPA	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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.325

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.96

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	90
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	282
Number of students in supervised clinical experience during this academic year	327

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

The number of students in supervised clinical experience during this academic year includes teacher education candidates who are counted multiple times because of multiple field experiences tied to multiple courses required for multiple endorsements in an academic year.

SECTION I: PROGRAM INFORMATION

Enrollment

THIS PAGE INCLUDES:

>> Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

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 2017-18	134
Unduplicated number of males enrolled in 2017-18	31
Unduplicated number of females enrolled in 2017-18	102

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. (§205(a)(1)(C)(ii)(H))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	6
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	8
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	78
Two or more races	1

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.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	16
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	17
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	6
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	4
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	5
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	2
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: Early Childhood Special Education	2

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	16
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
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	
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	2
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	1
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	1
50	Visual and Performing Arts	3
54	History	6
16	Foreign Languages	1
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	8
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	1
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	1
27	Mathematics and Statistics	8
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	2
11	Computer and Information Sciences	
99	Other Specify: American Studies and Science	2

SECTION I: PROGRAM INFORMATION

Program Completers

THIS PAGE INCLUDES:

>> Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2017-18	58
2016-17	64
2015-16	67

SECTION II: ANNUAL GOALS

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- Annual Goals - Mathematics
- Annual Goals - Science
- Annual Goals - Special Education
- Annual Goals - Instruction of Limited English Proficient Students
- Assurances

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 https://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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ( ) Yes
- (●) No
- ( ) Not applicable

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:

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

Increase advising efforts to sustain mathematics majors.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

4

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

4

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

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 https://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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

3

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- (●) Yes
- ( ) No

- Not applicable

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:

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

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

4

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

Increase advising efforts to sustain science majors.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

2

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

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 https://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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

18

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ( ) Yes
- (●) No
- ( ) Not applicable

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

Gonzaga as a whole recruits students to the university. Many students enter the university knowing they are interested in becoming a Special Education teacher. Some students take the introductory courses to see if they might be interested in Special Education. In these courses, is where we seek students who find the field a good match.

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

The state of Washington should reconsider the new requirement of an additional endorsement for Special Education teachers. At minimum, the English Language Learner endorsement and Early Childhood Special education endorsement should count as an additional endorsement area if Special Education is required to have multiple endorsements.

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

Due to the change in the certification requirements for Special Education to have an additional endorsement in Washington state, a portion of Special Education majors are no longer seeking certification. Easing this requirement would increase the numbers of Special Education teachers in the field.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

14

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

Due to the change in the certification requirements for Special Education to have an additional endorsement in Washington state, a portion of Special Education majors are no longer seeking certification. Easing this requirement would increase the numbers of Special Education teachers in the field.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

16

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

Due to the change in the certification requirements for Special Education to have an additional endorsement in Washington state, a portion of Special Education majors are no longer seeking certification. Easing this requirement would increase the numbers of Special Education teachers in the field.

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 https://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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

More intentional advising about and promotion of the English Language Learner endorsement offerings. More intentional information about the need for and value of an English Language Learner endorsement.

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

Reduction of the English Language Learner endorsement course load from 15 credits to 12.

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

We are unclear as to whether this survey is intended to document students taking English Language Learner endorsement coursework or students who actually attain their English Language Learner endorsement. Our responses, thus are for the former, and all student counts refer to the number of students enrolled in English Language Learner endorsement coursework, whether or not they eventually got their English Language Learner endorsements.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

25

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

25 students have enrolled in English Language Learner endorsement coursework in 2018-2019. We have met our target.

Academic year 2019-20

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

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

31

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

We hope to increase the number of teacher certification students seeking an English Language Learner endorsement by 25% each year. The long-term goal is that every student in the program will get this endorsement. We have also, this year, developed a new major for students seeking the elementary endorsement which includes English Language Learner and Reading endorsement coursework.

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.

1. 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.

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

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

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No

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

The institution meets these specific assurances by including formal coursework for candidates, the establishment of advisory boards with classroom teacher and administrator representation from our local school districts, service learning components attached to entry level candidate courses and required field experiences in low socioeconomic status educational environments. The establishment of a teacher education advisory board provides invaluable feedback and connectivity to the field. Input from board stakeholders identifies the current needs and initiatives impacting the schools where our candidates do their field experiences and seek employment. These advisory boards are also part of our assessment system and analyze the results of collected data on candidates to provide input for program validity or change. All pre-service teacher candidates are required to do coursework specifically addressing the needs of special population students. This experience covers the federally mandated laws, history, origins, disability definitions and limitations, and the accommodations needed to appropriately serve these students. Candidates receive instruction on supporting language acquisition and content learning of English Language Learners (ELLs) through culturally responsive pedagogical approaches, including sheltered instruction models such as SIOP and Guided Language Acquisition Design (GLAD). Teacher candidates work with ELLs in their field placements and become familiar with school-based support programs. Fundamentals of second language acquisition are taught in literacy courses and teacher candidates have a hands-on experience with language learning in the Learning Theories course. Special education candidates are required to complete a strong university core of courses in the arts and sciences and courses in the regular teacher education curriculum as well as in their special education major. The institution has a strong dedication to service learning and this mission has been connected to entry level teacher education courses via assignments. These classroom assignments allow candidates to experience interactions with at-risk, high needs student populations. In addition, our field placement office has developed a system of tracking and placing candidates in low SES schools as a requirement of their field experience component in the teacher education program. These strategies have been the most successful in assuring candidate exposure to these issues.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	2			
305 -BIOLOGY_NES Evaluation Systems group of Pearson Other enrolled students	5			
305 -BIOLOGY_NES Evaluation Systems group of Pearson All program completers, 2017-18	1			
305 -BIOLOGY_NES Evaluation Systems group of Pearson All program completers, 2016-17	1			
306 -CHEMISTRY_NES Evaluation Systems group of Pearson Other enrolled students	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	1			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	6			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	11	260	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	2			
102 -ELEMENTARY EDUCATION SUBTEST I_NES Evaluation Systems group of Pearson Other enrolled students	21	243	17	81
102 -ELEMENTARY EDUCATION SUBTEST I_NES Evaluation Systems group of Pearson All program completers, 2017-18	2			
102 -ELEMENTARY EDUCATION SUBTEST I_NES Evaluation Systems group of Pearson All program completers, 2016-17	27	248	27	100
102 -ELEMENTARY EDUCATION SUBTEST I_NES Evaluation Systems group of Pearson All program completers, 2015-16	33	247	33	100
103 -ELEMENTARY EDUCATION SUBTEST II_NES Evaluation Systems group of Pearson Other enrolled students	20	248	18	90
103 -ELEMENTARY EDUCATION SUBTEST II_NES Evaluation Systems group of Pearson All program completers, 2017-18	3			
103 -ELEMENTARY EDUCATION SUBTEST II_NES Evaluation Systems group of Pearson All program completers, 2016-17	30	249	29	97
103 -ELEMENTARY EDUCATION SUBTEST II_NES Evaluation Systems group of Pearson All program completers, 2015-16	33	246	33	100
23 -ELEMENTARY LITERACY_EDTPA Evaluation Systems group of Pearson Other enrolled students	1			
23 -ELEMENTARY LITERACY_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	4			
23 -ELEMENTARY LITERACY_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	10	46	10	100
23 -ELEMENTARY LITERACY_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	9			
22 -ELEMENTARY MATHEMATICS_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22 -ELEMENTARY MATHEMATICS_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	16	46	16	100
22 -ELEMENTARY MATHEMATICS_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	18	49	18	100
301 -ENGLISH LANGUAGE ARTS_NES Evaluation Systems group of Pearson Other enrolled students	10	245	7	70
301 -ENGLISH LANGUAGE ARTS_NES Evaluation Systems group of Pearson All program completers, 2017-18	4			
301 -ENGLISH LANGUAGE ARTS_NES Evaluation Systems group of Pearson All program completers, 2016-17	3			
301 -ENGLISH LANGUAGE ARTS_NES Evaluation Systems group of Pearson All program completers, 2015-16	7			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	2			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2017-18	9			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	2			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	12	274	12	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION_NES Evaluation Systems group of Pearson Other enrolled students	2			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION_NES Evaluation Systems group of Pearson All program completers, 2017-18	7			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION_NES Evaluation Systems group of Pearson All program completers, 2016-17	8			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION_NES Evaluation Systems group of Pearson All program completers, 2015-16	8			
311 -GENERAL SCIENCE_NES 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 (%)
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	9			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2017-18	3			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2016-17	3			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2015-16	4			
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	1			
30 -K-12 PERFORMING ARTS_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	3			
30 -K-12 PERFORMING ARTS_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	1			
304 -MATHEMATICS_NES Evaluation Systems group of Pearson Other enrolled students	2			
304 -MATHEMATICS_NES Evaluation Systems group of Pearson All program completers, 2017-18	3			
304 -MATHEMATICS_NES Evaluation Systems group of Pearson All program completers, 2016-17	3			
304 -MATHEMATICS_NES Evaluation Systems group of Pearson All program completers, 2015-16	4			
56 -MUSIC: CHORAL Evaluation Systems group of Pearson Other enrolled students	1			
56 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2017-18	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
24 -PHYSICAL EDUCATION_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	6			
24 -PHYSICAL EDUCATION_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	3			
24 -PHYSICAL EDUCATION_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	4			
7 -SECONDARY ENGLISH - LANGUAGE ARTS_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	8			
7 -SECONDARY ENGLISH - LANGUAGE ARTS_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	3			
7 -SECONDARY ENGLISH - LANGUAGE ARTS_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	5			
10 -SECONDARY HISTORY - SOCIAL STUDIES_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	5			
10 -SECONDARY HISTORY - SOCIAL STUDIES_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	3			
10 -SECONDARY HISTORY - SOCIAL STUDIES_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	5			
8 -SECONDARY MATHEMATICS_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	5			
8 -SECONDARY MATHEMATICS_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	3			
8 -SECONDARY MATHEMATICS_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	5			
9 -SECONDARY SCIENCE_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	1			
9 -SECONDARY SCIENCE_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	2			
9 -SECONDARY SCIENCE_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	2			

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 Other enrolled students	7			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	3			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	4			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	7			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	10	265	10	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	14	261	14	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	29	259	29	100
25 -SPECIAL EDUCATION_EDTPA Evaluation Systems group of Pearson Other enrolled students	1			
25 -SPECIAL EDUCATION_EDTPA Evaluation Systems group of Pearson All program completers, 2017-18	16	49	16	100
25 -SPECIAL EDUCATION_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	13	47	13	100
25 -SPECIAL EDUCATION_EDTPA Evaluation Systems group of Pearson All program completers, 2015-16	16	49	16	100
55 -THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
55 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
29 -WORLD LANGUAGE_EDTPA Evaluation Systems group of Pearson All program completers, 2016-17	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
Other enrolled students	96	79	82
All program completers, 2017-18	105	104	99
All program completers, 2016-17	155	153	99
All program completers, 2015-16	222	222	100
All program completers, combined 3 academic years	482	479	99

SECTION IV: LOW-PERFORMING

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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:

>> 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))

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
- [ ] NCATE
- [ ] TEAC
- [ ] CAEP
- [x] Other specify:

North West Accreditation

2. 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)?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> 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.

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**

   - (●) Yes
   - ( ) No

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

   - (●) Yes
   - ( ) No

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

   - (●) Yes
   - ( ) No

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

   - (●) 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.**

   Candidates in the pre-service teacher education program demonstrate an understanding of using digital tools for productivity, presentation and communication. Candidates develop understanding and skills that enable them to design instruction that incorporates the use of digital tools to engage and support diverse learners. The faculty in their courses model and promote the effective use of technology for learning. The Physical Education majors are required to complete a course titled Pedagogical Principles of Health, Fitness, and Physical Education which addresses the use of technology as it pertains to their discipline of study. In addition, throughout the program, candidates use pedometers, skin calipers, heart rate monitors, and software designed to measure fitness levels among students. Teacher candidates must demonstrate their proficiency by collecting and analyzing student data with these instruments. Special Education candidates also receive specific training in technology use as it addresses their knowledge of single-subject design and instructional protocols as well as the software addressing such designs and strategies. Technologically aided analysis of single student data for the purpose of assessing and changing teaching strategies and accommodations is part of their emphasis of data driven decision making in the classroom and promotes candidate research involvement. At the undergraduate and graduate levels, teacher candidates take a course in which they are expected to use technology in order to analyze student learning. Specifically, candidates are expected to provide graphics (table or chart) to summarize student learning and student voice as well as student work samples that are usually scanned and submitted in pdf format. Candidates use the data and work sample evidence to analyze instruction, look for gaps in achievement, and inform next steps in teaching and learning to best serve

students. Technology is routinely integrated across our curriculum and throughout our programs to enhance and support the learning process. Technology supports active engagement, participation, feedback, and helping connect to the real-world. There are myriad resources that are accessed online, such as web quest, google docs and forms, and Web-based applications for presentation/demonstration, such as Live Binder and Glogster and research based websites that provide current learning material for diverse learners. Candidates have access to a classroom set of iPads for classroom/instructor use. In addition, video technology is used to record live-time teaching (VOSAIC) that allows comments during an observed teaching episode. Gonzaga's School of Education is always seeking ways to discover new uses for technology to collect, manage and analyze data. A database is maintained where data are entered each semester and annually reviewed and analyzed. These data include key and major assessment information. Annual studies are conducted to determine the reliability and viability of one key assessment from each program every year. As a School of Education we use the Global Assessment System, which is a school warehouse with a rich storage of information, data and resources. In addition, Gonzaga's School of Education has purchased Watermark (formerly LIVETEXT), a platform that streamlines data and analytics allowing for the aggregation of evidence from rubrics that shows learners who are meeting particular learning outcomes.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

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. (§205(a)(1)(G))

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

   a. **teach students with disabilities effectively**

   - (●) Yes
   - ( ) No

   b. **participate as a member of individualized education program teams**

   - (●) Yes
   - ( ) No

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

   - (●) Yes
   - ( ) No

2. **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.**

   All pre-service candidates must take courses in which the effective teaching of students with disabilities is the focus. Central to their preparation in this area are strategies for identifying, accommodating, and instructing students with disabilities. Included in this content is information on IEP and 504 plans and the role and responsibilities that a classroom teacher has in the development and delivery of these team constructed plans. Physical Education (Health and Fitness endorsement) candidates take a course specifically addressing the needs of the disabled in movement environments. Candidates work directly with disabled students to observe, practice, and reflect on the "best practice" for each case encountered. Special Education candidates are highly prepared in the strategies and practice of content-based strategies, assessment, managing behavior, plus the development, implementation, and response to intervention necessary as member of an Individualized Education Plan (IEP) team. A pre-service teacher education course (EDTE 201) is team taught with a faculty member from the MA-TESL (Teaching English as a Second Language) program to address teaching of limited language learners. The program added a tenure-track faculty member with expertise in ELL/Literacy. A course has been redesigned to increase substantially candidate knowledge and experience to effectively teach students who are limited in English proficiency. Candidates learn how to select and teach key vocabulary, make instruction accessible to linguistically diverse students, and practice making ELL adaptations to lesson plans. In addition to the course, candidates work one-on-one with ELL students. They also receive instruction related to working with culturally and linguistically diverse parents and families. Gonzaga University School of Education also has begun a targeted ELL field placement for a subset of candidates in their second field experience.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

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

   b. **participate as a member of individualized education program teams**

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

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

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

4. **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.**

   Special Education candidates receive explicit and significant training regarding instruction for students with special needs. Multiple courses and field experiences are designed to provide a variety of content information on disability definitions, limitations, assessment, behavior management, and accommodations. Candidates receive training regarding the referral process, screening, completing assessments that are formal and informal, and the laws that are specific to the special education environment, including the development of IEPs. Special Education candidates study IEP development, implementation, response to intervention, and how to function as a member of an IEP team. Candidates write IEPs that include present levels of performance, areas of need, goals, and objectives. These skills are then practiced in the field during in-school placements and student teaching. Field based experiences allow candidates the opportunity to apply strategies learned and connect closely with the reality of the profession. Content information and experiences related to the teaching of English language learners (ELL) are delivered through coursework. There is a faculty member with expertise in this area who teaches the candidates on how to effectively teach students who are limited in English proficiency.

SECTION VII: CONTEXTUAL INFORMATION

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.

The pre-service teacher preparation program, as part of the School of Education, was reviewed by The National Council for Accreditation of Teacher Education (NCATE) (March 2011) and the Washington Professional Educator Standards Board (PESB) for re-accreditation and program approval. Reports on the initial Institutional Reports are available on the NCATE AIMS website and the PESB website. All standards were successfully met and the unit and its programs were accredited and approved. Please note, the number of students reported as enrolled in Gonzaga University's Teacher Education Program is lower than the actual number of students who are taking teacher education courses, including Supervised Clinical Experiences. The number of teacher candidates admitted to program is low due to the timing of when they can formally apply for admittance to the certification program. The candidates must complete 12 credits of Teacher Education coursework, have a minimum score on the Basic Skills Assessment, and have successfully completed one field experience in order to be admitted to program. All of these requirements are often not met until late in a teacher candidate's program, at which point he/she is nearing student teaching and counted as completing the program. In previous Title II reports, data reflected all individual candidates enrolled in teacher education courses, including those who were not formally admitted to program.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **134**.

Number of program completers from Section I: Program Information, Program Completers is **58**.

For a total enrollment of **192**.

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:

Amanda Coulter

TITLE:

Director of Certification

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:

Vincent Alfonso

TITLE:

Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	89	134	50.56%
Male Enrollment	15	31	106.67%
Female Enrollment	74	102	37.84%
Hispanic/Latino Enrollment	6	6	0.00%
American Indian or Alaska Native Enrollment	1	0	
Asian Enrollment	3	8	166.67%
Black or African American Enrollment	0	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	68	78	14.71%
Two or more races Enrollment	3	1	-66.67%
Average number of clock hours required prior to student teaching	90	90	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6	7	16.67%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	281	282	0.36%
Number of students in supervised clinical experience during this academic year	275	327	18.91%
Total completers for current academic year	64	58	-9.38%
Total completers for prior academic year	67	64	-4.48%
Total completers for second prior academic year	85	67	-21.18%