Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Gonzaga University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Washington

Address: 502 E Boone Ave. AD 25
Spokane, WA, 99258

Contact Name: Amanda Coulter
Phone: 509-313-3504
Email: coulter@gonzaga.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oiii/tqp/index.html)

No

If yes, provide the following:

Award year:
Grantee name:
Project name:
Grant number:
List partner districts/LEAs:
List other partners:

Project Type:

Section I.a Program Information

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

<table>
<thead>
<tr>
<th>Teacher Preparation Programs</th>
<th>Teacher Quality Partnership Grant Member?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education- Post Baccalaureate</td>
<td>No</td>
</tr>
<tr>
<td>Elementary Education- Undergraduate</td>
<td>No</td>
</tr>
<tr>
<td>Elementary Education-Graduate</td>
<td>No</td>
</tr>
<tr>
<td>Physical Education</td>
<td>No</td>
</tr>
<tr>
<td>Secondary Education- Graduate</td>
<td>No</td>
</tr>
<tr>
<td>Secondary Education- Post Baccalaureate</td>
<td>No</td>
</tr>
<tr>
<td>Secondary Education- Undergraduate</td>
<td>No</td>
</tr>
<tr>
<td>Special Education</td>
<td>No</td>
</tr>
<tr>
<td>Special Education- Graduate</td>
<td>No</td>
</tr>
</tbody>
</table>

**Total number of teacher preparation programs: 9**

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other When the specific requirements are met

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Education/Certifications/

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

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements.  

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

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Background check</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Interview</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>Data not reported</td>
<td>Data not reported</td>
</tr>
</tbody>
</table>

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.54

What is the minimum GPA required for completing the program?

2

What was the median GPA of individuals completing the program in academic year 2015-16
3.67

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Background check</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Interview</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>Data not reported</td>
<td>Data not reported</td>
</tr>
</tbody>
</table>

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

What was the median GPA of individuals accepted into the program in academic year 2015-16
3.28

What is the minimum GPA required for completing the program?
3

What was the median GPA of individuals completing the program in academic year 2015-16
3.91

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

| Total number of students enrolled in 2015-16: | 52 |
| Unduplicated number of males enrolled in 2015-16: | 6 |
| Unduplicated number of females enrolled in 2015-16: | 46 |

<table>
<thead>
<tr>
<th>2015-16</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino of any race:</td>
<td>3</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native:</td>
<td>0</td>
</tr>
</tbody>
</table>
### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of clock hours of supervised clinical experience required prior to student teaching</td>
<td>90</td>
</tr>
<tr>
<td>Average number of clock hours required for student teaching</td>
<td>560</td>
</tr>
<tr>
<td>Average number of clock hours required for mentoring/induction support</td>
<td>0</td>
</tr>
<tr>
<td>Number of full-time equivalent faculty supervising clinical experience during this academic year</td>
<td>5</td>
</tr>
<tr>
<td>Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)</td>
<td>267</td>
</tr>
<tr>
<td>Number of students in supervised clinical experience during this academic year</td>
<td>325</td>
</tr>
</tbody>
</table>

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. In previous reports, cooperating teachers were not included in the number of adjunct faculty supervisors, only adjunct faculty supervising clinical experience who were employed by the university were counted. For this report, we included the K-12 cooperating teachers.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>27</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>34</td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>20</td>
</tr>
<tr>
<td>Teacher Education - Multiple Levels</td>
<td>45</td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Education - Science Teacher Education/General Science</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Geography</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Latin</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Psychology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Earth Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Bilingual, Multilingual, and Multicultural Education</td>
<td></td>
</tr>
</tbody>
</table>
Specific: Early Childhood Special Education

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

<table>
<thead>
<tr>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>23</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td></td>
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<tr>
<td>Teacher Education - Technical Education</td>
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</tr>
<tr>
<td>Teacher Education - Computer Science</td>
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<tr>
<td>Teacher Education - Biology</td>
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</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Geography</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Latin</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Teacher Education - Psychology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Earth Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Bilingual, Multilingual, and Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>Education - Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Education - Social and Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts/Humanities</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Geography and Cartography</td>
<td></td>
</tr>
<tr>
<td>Political Science and Government</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>1</td>
</tr>
<tr>
<td>Family and Consumer Sciences/Human Sciences</td>
<td>1</td>
</tr>
<tr>
<td>English Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Field</td>
<td>Completers</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Communication or Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Astronomy and Astrophysics</td>
<td></td>
</tr>
<tr>
<td>Atmospheric Sciences and Meteorology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Geological and Earth Sciences/Geosciences</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Business/Business Administration/Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
</tr>
<tr>
<td>Specify: Kinesiology and Health Sciences, Communication Disorders, Sport Management, Children Studies, Echoca</td>
<td></td>
</tr>
</tbody>
</table>

Section I.f Program Completers

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

2015-16: 67
2014-15: 85
2013-14: 48
Section II Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tna.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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

1

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Instituted communication and cooperation between School of Education and mathematics faculty. Used recruitment strategies with on-campus prospective teachers and candidates through Preview Days.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes
How many prospective teachers did your program plan to add in mathematics in 2016-17?
3

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?
Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?
10

Provide any additional comments, exceptions and explanations below:

Increase advising efforts to sustain mathematics majors.

Section II Annual Goals - Science

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

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

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

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?
Yes

How many prospective teachers did your program plan to add in science in 2015-16?
1
Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Increased efforts to communicate with Science faculty regarding possible majors who may be interested in pursuing teacher education, increase and diversify recruitment strategies with on-campus prospective teacher candidates through Preview Days.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?
Yes

How many prospective teachers did your program plan to add in special education in 2015-16?
18

Did your program meet the goal for prospective teachers set in special education in 2015-16?
Yes

Description of strategies used to achieve goal, if applicable:

Used on-campus recruiting strategies to attract prospective students. Provided information sessions for incoming freshmen regarding teaching options early in the Fall semester.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?
Yes

How many prospective teachers did your program plan to add in special education in 2016-17?
19

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18
Will your program prepare teachers in special education in 2017-18?
Yes

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?
Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?
8

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?
Yes

Description of strategies used to achieve goal, if applicable:
Through advising, faculty encouraged all teacher education candidates to add the English Language Learner (ELL) endorsement. Teacher candidates participating in Service Learning opportunities were paired with ELL students.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

8

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

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

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

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

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

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

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

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

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 SES 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 Assessment Pass Rates

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Section III Summary Pass Rates

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Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE
North West Accreditation

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology
Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

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

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 in Instructional Strategies in Health and Fitness 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 direct instruction protocols and 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. Recently, Gonzaga’s School of Education has purchased 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

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

Does your program prepare general education teachers to:

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

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

Does your program prepare special education teachers to:

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

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

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

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

The pre-service teacher preparation program, as part of the School of Education, was reviewed by 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 web site and the PESB web site. 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

Complete Report Card

AY 2015-16