

Title II

Higher Education Act

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University of Puget Sound
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: University of Puget Sound
Institution/Program Type: Traditional
Academic Year: 2010-11
State: Washington

Address: 1500 N. Warner
CMB 1051
Tacoma, WA, 98416

Contact Name: Karen Stump
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Email: kstump@pugetsound.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:
No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	No
Background check	NA	No

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

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

<http://www.pugetsound.edu/admission/apply/graduate-students/education/>

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

Postgraduate

Does your initial teacher certification program conditionally admit students? Yes

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

Candidates are required to take two prerequisite courses. Two faculty members evaluate each application and complete an evaluation rubric. If decisions differ, more investigation is done (e.g. request input from a third faculty member, interview the candidate, request additional references/work samples). If needed, a decision regarding candidacy is brought to the faculty as a whole.

Conditional admission is granted to candidates who have yet to complete state testing and/or prerequisite courses and/or final term of their undergraduate program. All conditions must be met prior to the start fall term.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following

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

Total number of students enrolled in 2010-11:	35
Unduplicated number of males enrolled in 2010-11:	12
Unduplicated number of females enrolled in 2010-11:	23

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	1
White:	27
Two or more races:	2

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	80
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	34

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	

Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	14
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	11
Teacher Education - Multiple Levels	2
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify :	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	14
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	11
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	

Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	

Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 35

2009-10: 40

2008-09: 41

Section II. Annual Goals

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

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 4-5</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Unit's collaboration with math and science departments. Provide undergraduate advisors with easy -to-use reference guides for endorsement requirements. Participation in the Math and Science Lecture Series on campus. Promotion of math/science scholarships available to teachers.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Increased presence of graduate School of Education on campus and the web site has been very helpful in attracting math and science candidates.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: 3-4</p>

	<p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Unit's collaboration with math and science departments. Provide undergraduate advisors with easy -to-use reference guides for endorsement requirements. Participation in the Math and Science Lecture Series on campus. Promotion of math/science scholarships available to teachers.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In addition to continued collaboration with math and science departments, expand recruitment to a greater variety of undergraduate institutions.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
N/A	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>

Provide any additional comments, exceptions and explanations below:

N/A: The University of Puget Sound does not offer Special Education or Instruction of limited English proficient students as part of its teacher preparation program.

Section II. Assurances

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

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

Yes

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

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

Preparation for student teaching and certification directly addresses the necessity to train prospective teachers to respond to the needs of state and local agencies. Our methods classes in the fall cover state standards and, frequently, the curriculum used in the schools where our students are observing or will be doing their student teaching. This satisfies the LEA component. We continue to articulate how our candidates address these demands throughout student teaching -- supervision as well as our weekly seminars. Finally, our summer MAT projects also address these concerns.

The close relationship between the candidate, the supervisor, and the cooperating teacher is essential. This is a highly structured relationship based on careful placement decisions made in the fall. That is, we try to match each of our candidates to sites and mentors we feel will be the most productive. In this sense, we more than satisfy the linking of needs of schools and instructional decision making in the classroom to our candidates.

All three conditions mentioned above (instruction of children with disabilities, instruction of children with limited English proficiency, and instruction of children from low-income families) are covered in fall and spring term of our program. We address these issues in our methods classes and Friday seminars in the fall, and these topics are also addressed through ED615 in the spring. Frequently, these issues also arise in the summer projects, and ED628 in the summer is designed to address many of these issues as

well.

We make every effort to place our candidates in three different sites throughout the year. At least one site is designed to give candidates experience with children in urban settings, particularly in the Tacoma school district. Students are also placed in rural areas for student teaching based on their desire to teach in these areas.

The Unit has also formed intentional partnerships with both a local elementary school and high school which serve low-income, inner-city populations.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1					
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2010-11	2					
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	2					
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, combined 3 academic years	5					
235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
23 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1					
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2010-11	1					
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, combined 3 academic years	2					
245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS)	1					

All program completers, combined 3 academic years						
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1					
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	1					
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	1					
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	3					
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	11	273	11	100	88	254
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	14	257	14	100	98	258
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	20	254	20	100	99	258
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, combined 3 academic years	45	259	45	100	98	259
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	11	276	11	100	90	254
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	14	258	14	100	97	256
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	20	255	20	100	99	253
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, combined 3 academic years	45	261	45	100	98	260
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16	173	16	100	100	169
14 -ELEMENTARY EDUCATION: CONTENT	16	173	16	100	100	170

KNOWLEDGE						
Educational Testing Service (ETS) All program completers, combined 3 academic years						
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	5					
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	8					
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	7					
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2008-09	1					
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, combined 3 academic years	21	268	21	100	100	269
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8					
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	9					
435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	2					
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1					
27 -HISTORY	2					

Ev aluation System s group of Pearson All program completers, 2 0 1 0-1 1						
27 -HISTORY Ev aluation System s group of Pearson All program completers, 2 0 0 9-1 0	2					
27 -HISTORY Ev aluation System s group of Pearson All program completers, com bined 3 academ ic years	5					
26 -MATHEMATICS Ev aluation System s group of Pearson Other enrolled students	4					
26 -MATHEMATICS Ev aluation System s group of Pearson All program completers, 2 0 1 0-1 1	5					
26 -MATHEMATICS Ev aluation System s group of Pearson All program completers, 2 0 0 9-1 0	6					
26 -MATHEMATICS Ev aluation System s group of Pearson All program completers, 2 0 0 8-0 9	1					
26 -MATHEMATICS Ev aluation System s group of Pearson All program completers, com bined 3 academ ic years	16	249	15	94	97	261
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2 0 0 8-0 9	5					
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, com bined 3 academ ic years	5					
113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2 0 0 8-0 9	2					
113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, com bined 3 academ ic years	2					
34 -MUSIC: GENERAL Ev aluation System s group of Pearson All program completers, 2 0 1 0-1 1	1					
34 -MUSIC: GENERAL Ev aluation System s group of Pearson All program completers, 2 0 0 9-1 0	3					

34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, combined 3 academic years	4					
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2010-11	1					
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2009-10	3					
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, combined 3 academic years	5					
25 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	2					
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2010-11	1					
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2009-10	1					
25 -PHYSICS Evaluation Systems group of Pearson All program completers, combined 3 academic years	4					
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	4					
21 -SCIENCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	4					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	8					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	3					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	5					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, combined 3	16	258	16	100	96	257

academic years						
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8					
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	8					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	57	57	100	97
All program completers, 2009-10	71	71	100	98
All program completers, 2008-09	47	46	98	96

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

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

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

Our students are encouraged to use technology through a number of courses in the MAT program. Students present materials and conduct lessons in their methods classes during the fall term (ED 616 and ED618). We support their use of technology throughout student teaching, and this includes the use of typical office suite applications such as powerpoint and excel to smart board technologies. Finally, they create an electronic portfolio as their final project. In the past, this has included the use of web-based tools such as Dreamweaver and Frontpage. This year they will be creating their portfolios using the open source program called Mahara, which is associated with Moodle. They also upload the results of their TPA, particularly the digital video, to Pearson's site for review.

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

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

All students are required to take EDUC 615 Differentiation and Documentation of Learning. Students focus on the continuous link among planning, instruction and various forms of ongoing assessment. Students explore specific techniques for modifying instruction, various ways of documenting student growth, and using student artifacts as a source of assessment and shaping of instruction. See sample assignment below:

Finally, students are required to demonstrate that they are able to demonstrate their ability to work with a diverse range of students through the Teacher Performance Assessment or TPA. This is now a mandated requirement for all teachers certified in the state.

Differentiating instruction to meet the needs of a wide range of students is a critical part of effective teaching. Some students have special academic or emotional needs documented in an Individual Education Plan (IEP) or 504 plan and may spend part of their time in a resource classroom or with a school specialist. Other students are learning English as a second language.

In order to learn more about differentiation strategies you will complete the following five-part assignment:

- 1) Read the Attached Article: McDermott, E., Goldman, S., & Varenne, H. (2006). The cultural work of

learning disabilities. Educational Researcher, 35 (6) 12-17.

2) Observe and Interview: Make arrangements to interview and observe an educator who provides differentiated services (e.g., special education teacher, a Title 1 teacher, or a bilingual teacher). Observe and interview during the week following student teaching (e.g., when you are either not teaching or teaching only at a minimal level). You should observe approximately 10 hours spread over at least 3 days.

3) Learn more about a specific student. Take time to learn more about a specific student who receives some kind of special services. This could be a student who is in your class and who receives differentiated services, or it could be a student who is brought to your attention by the in-building specialist you interview. You can learn more about this student in three ways: 1) by observing the student directly, 2) by interviewing or working with the student, and/or 3) through interviewing the specialist you observe in #2 above.

4) Document your Experiences: In a list or paragraph, document the days, time, location, and educator name(s) of your interview and observations. Turn in this documentation with your reflection.

5) Write a Reflection (due May 4): Write a two-three page reflection drawing on the reading, your interviews, and your observations to describe the following:

- a) The experiences of the special educator you interviewed. What have you learned about the work of this specialist? What is of most value and interest to you as a classroom teacher?
- b) The experiences of the student you focused on. What have you learned about the unique needs and experiences of this student?

Does your program prepare special education teachers to:

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

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

Program does not prepare special education teachers.

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 teacher education program is in full compliance with the state's Teacher Performance Assessment pilot. We participated last year (2010-2011) in the voluntary pilot program. Furthermore, half of our

tenured faculty in the teacher training program has submitted to be scorers for the TPA.

Supporting Files

University of Puget Sound
Traditional Program
2010-11

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Title II, Higher Education Act

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