



## Accountability For Programs that Prepare Teachers

The College of Education uses the following assurances to make sure candidates meet standards:

- Have successfully demonstrated the knowledge and skills as measured by rubrics, which are used in Critical Assignments (these address standards) contained in program syllabi.
- Candidates have formative and summative assessments during their internships. There are 4 formative assessments and 2 summative. If a candidate receives a 2 or below on a summative evaluation, the student must have remediation and if there is still no improvement, the candidate repeats the internship. This is another assurance re the knowledge and ability of students to demonstrate standards.
- The Praxis tests are an assurance of the candidate's knowledge of their content.

The pass rates on the assessments used for licensure are turned into the state through our completion of the Title II Report. The state has turned our report into the Federal government and also to our accrediting agency.

We have the information for 2 years prior. We have Praxis scores for Academic Year Fall 2012 and Spring 2013.

Admission criteria are in the Undergraduate Catalog.

Enrollment data disaggregated by race, ethnicity and gender is available from the Office of Institutional Research.

As required by the state, the average number of field experiences (prior to internship) is 150 hours. The internship is a semester.

We have approval of our programs by the state. CAEP, our accreditation agency approved the Unit but does not approve programs. Each of our program's checklists is stamped with APPROVAL.

At this point in time, the state is not designating teacher education programs as either high or low performing.

During the internship, the candidates demonstrate the state technology standards.

Candidates also take a technology course based on state standards.

Candidates in the special education program are prepared to meet standards regarding disabilities. We are reviewing the question of preparing our students to effectively teach students who have limited English proficiency.