

# Title II

## Higher Education Act

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University of Idaho  
 Traditional Program  
 2009-10

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**Name of Institution:** University of Idaho  
**Institution/Program Type:** Traditional  
**Academic Year:** 2009-10  
**State:** Idaho

**Address:** College of Education  
 PO Box 443080  
 Moscow, ID, 83844

**Contact Name:** Jody Sharp  
**Phone:** 208-885-6134  
**Email:** jsharp@uidaho.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	Yes	Yes
Fee/Payment	No	No
Transcript	No	No
Fingerprint check	Yes	Yes

Background check	Yes	Yes
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: C or better in English 102, Comm 101, EdCi 201 and a core math class for undergrads )	Yes	Yes

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

[www.uidaho.edu/ed](http://www.uidaho.edu/ed)

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

Other When program faculty accept students for admission.

**Does your initial teacher certification program conditionally admit students? Yes**

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

### 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 2009-10:	1335
Unduplicated number of males enrolled in 2009-10:	418
Unduplicated number of females enrolled in 2009-10:	917

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	48
<i>Race</i>	
American Indian or Alaska Native:	9
Asian:	16
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	1190
Two or more races:	71

### Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	960
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	201

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

### Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Agricultural Education	3
Early Childhood Education	7
Elementary Education	58
Industrial Technology	6
Physical Education	12

PTTE-Technology Education	3
School Community Health Education	6
Secondary Education - Art Education	1
Secondary Education - Biological Sciences	8
Secondary Education - English	16
Secondary Education - Family Consumer Science	4
Secondary Education - French	2
Secondary Education - Geological Sciences	2
Secondary Education - History	9
Secondary Education - Mathematics	7
Secondary Education - Music	9
Secondary Education - Physics	1
Secondary Education - Political Science	1
Secondary Education - Social Science	14
Secondary Education - Spanish	3
Secondary Education - Speech	1
Secondary Education - Theatre Arts	2
Special Education	10
TOTAL	185

Subject area	Number prepared
Early Childhood Education	7
Elementary Education	58
Industrial Technology	6
Physical Education	12
PTTE - Technology Education	3
School Community Health Education	6
Secondary Education - Art Education	1
Secondary Education - English	16
Secondary Education - Family Consumer Science	4
Secondary Education - Foreign Languages	5
Secondary Education - History	9
Secondary Education - Mathematics	7
Secondary Education - Music	9
Secondary Education - Political Science	1
Secondary Education - Sciences	14

Secondary Education - Social Science	14
Secondary Education - Speech	1
Secondary Education - Theatre Arts	2
Special Education	10
TOTAL	185

**Section I.e Program Completers**

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

2009-10: 146

2008-09: 160

2007-08: 173

**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><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Increase # EdCi 434 10%</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Enlisted help of the math department in encouraging students to consider teaching math. Advisors encouraged secondary education majors to consider mathematics as a teaching major or minor. We let them know that math is a high need area and that there are still math teaching jobs, while other content areas may not be hiring.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Science	<p><b>Academic year:</b> 2009-10</p>

	<p><b>Goal:</b> n/a</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Special education	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> Recruit &amp; retain 4 paraed</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>State Board of education recruitment activities to districts, information provided to regional special education director meetings.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>the University of Idaho is concentrating on recruiting certified elementary and secondary graduates for the Masters plus certification program in special education. We feel this is a better pool of potential candidates for us to work with.</p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> n/a</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
n/a	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> n/a</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

Provide any additional comments, exceptions and explanations below:

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.**

Yes

**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:**

Tribal schools, internship in multiple settings - urban, rural & low income areas.

**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
ETSo700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2008-09	6					
ETSo700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2007-08	4					
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	4				92	174

All enrolled students who have completed all nonclinical courses						
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				97	174
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	170
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	174
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				100	166
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	173
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	173
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8				100	168
ETSo100 -BUSINESS EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5					
ETSo100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	4					
ETSo100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	9				100	660
ETSo100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	5				100	670
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					



ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1				100	160
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	5				100	162
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				100	170
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	176
ETS0910 -ECONOMICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0910 -ECONOMICS Educational Testing Service (ETS) Other enrolled students	1					
ETS0910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				100	178
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) Other enrolled students	6				100	176
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	8				100	177
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	7				100	178
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK	10	180	10	100	100	181

Educational Testing Service (ETS) All program completers, 2007-08						
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				94	180
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) Other enrolled students	6				82	179
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2009-10	8				100	183
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2008-09	7				100	180
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2007-08	10	184	10	100	100	184
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				100	185
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	9				93	182
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	1				100	183
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	8				100	188
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	11	189	11	100	100	186
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	54	167	53	98	100	167
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	26	166	25	96	98	168
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	62	171	62	100	100	168

ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	59	170	59	100	100	168
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	64	170	64	100	100	170
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	179	11	100	97	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	186	11	100	94	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	176	14	100	99	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	22	179	22	100	100	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7				100	180
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	2				100	694
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2007-08	1				93	640
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2					

ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				100	176
ETSo920 -GEOGRAPHY Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETSo920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2009-10	2					
ETSo920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2008-09	1					
ETSo920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2007-08	3					
ETSo181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETSo930 -GOVERNMENT/POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1				94	695
ETSo930 -GOVERNMENT/POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	2				100	710
ETSo930 -GOVERNMENT/POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	3					
ETSo930 -GOVERNMENT/POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	4				100	710

ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4					
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	8				100	712
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				100	688
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	13	719	13	100	98	716
ETS0560 -MARKETING EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0560 -MARKETING EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	2					
ETS0561 -MARKETING EDUCATION II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				100	154
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				87	150
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				96	155
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	175
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				100	166
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	168
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS)	9				100	173

All program completers, 2007-08						
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				100	160
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				100	158
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	159	10	100	100	159
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	158
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	10	164	10	100	100	162
ETSo481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETSo481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETSo481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3					
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1					
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2					
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS)	2					

All program completers, 2007-08						
ETSo523 -PRINCIPLES LEARNING AND TEACHING 5-9	2					
Educational Testing Service (ETS) All program completers, 2008-09						
ETSo522 -PRINCIPLES LEARNING AND TEACHING K-6	52	175	52	100	98	175
Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses						
ETSo522 -PRINCIPLES LEARNING AND TEACHING K-6	23	173	21	91	96	176
Educational Testing Service (ETS) Other enrolled students						
ETSo522 -PRINCIPLES LEARNING AND TEACHING K-6	57	177	57	100	100	177
Educational Testing Service (ETS) All program completers, 2009-10						
ETSo522 -PRINCIPLES LEARNING AND TEACHING K-6	52	176	52	100	100	176
Educational Testing Service (ETS) All program completers, 2008-09						
ETSo522 -PRINCIPLES LEARNING AND TEACHING K-6	62	177	62	100	99	178
Educational Testing Service (ETS) All program completers, 2007-08						
ETSo390 -PSYCHOLOGY	1					
Educational Testing Service (ETS) Other enrolled students						
ETSo390 -PSYCHOLOGY	1					
Educational Testing Service (ETS) All program completers, 2008-09						
ETSo081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	6				95	169
Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses						
ETSo081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	3				91	168
Educational Testing Service (ETS) Other enrolled students						
ETSo081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	14	166	14	100	100	170
Educational Testing Service (ETS) All program completers, 2009-10						
ETSo081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	7				97	171
Educational Testing Service (ETS) All program completers, 2008-09						

ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	10	170	10	100	98	171
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				91	173
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				100	174
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11	172	11	100	100	175
ETS0690 -SPECIAL ED PRESCHOOL/EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				94	615
ETS0690 -SPECIAL ED PRESCHOOL/EARLY CHILD Educational Testing Service (ETS) Other enrolled students	9				96	638
ETS0690 -SPECIAL ED PRESCHOOL/EARLY CHILD Educational Testing Service (ETS) All program completers, 2009-10	1				100	639
ETS0690 -SPECIAL ED PRESCHOOL/EARLY CHILD Educational Testing Service (ETS) All program completers, 2008-09	8				100	653
ETS0690 -SPECIAL ED PRESCHOOL/EARLY CHILD Educational Testing Service (ETS) All program completers, 2007-08	11	641	11	100	100	642
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	2					
ETS0050 -TECHNOLOGY EDUCATION	2					



Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses						
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	2					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	3					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	4					
ETS0640 -THEATRE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0640 -THEATRE Educational Testing Service (ETS) Other enrolled students	2				100	688
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				90	160
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	167	10	100	94	159
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	155	16	100	100	160
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	18	162	18	100	100	164
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS)	16	157	16	100	99	163

All program completers, 2007-08							
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**Section III. Summary Rates**

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	110	110	100	100
All program completers, 2008-09	151	151	100	100
All program completers, 2007-08	165	165	100	99

**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:**

NCATE

**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.**

Teacher Candidates learn to integrate, both electronic and curricular technology resources. They participate in small and large group discussion of course texts through the use of a free online platform (wiki) and Elluminate™. They also learn about Web 2.0 technologies and how to use them to collaborate, educate, and disseminate. These online technologies have been addressed and utilized in EDCI 463/563 Literacy Across Content Areas, and EDCI 329 Elementary Science Methods. Other technologies addressed through preservice teacher course work include: digital presentations, Smartboard™ presentations, Blackboard™, on-line science curricula, monitoring probes and sensor, and hand-held recording devices. Curricular technologies include: FOSS and other kit based- science curricula, and many specially designed instructor teaching tools, such as “Globe/Overhead/Incandescent Lamp model of solar system, Battery/Bulb simple series and parallel circuit models. Elementary preservice teachers are also exposed to Geographic Information System (GIS) software in their EDCI 328 Elementary Social Studies Methods course.

Elementary methods students learn to use the instructional program Geometer’s sketchpad in the Math courses. Secondary Math methods teacher candidates learn to use this program in the methods course. They plan and teach lessons using this program. Preservice teachers are also introduced to software such as Inspiration, Kidspiration, and ReadPlease . These tools provide opportunities for all children to engage in instructional activities and support cognitive and affective development through novelty, organization, and mediation. They also learn to use calculators as instructional and thinking tools at all levels, K-12.

The overall goal regarding technology integration is the preparation of prospective teachers regarding the potential uses of technology, as well as how to teach students the value of technology for multiple uses. Teacher candidates learn to use technology to manage data to improve teaching and learning through formative assessment by demonstrating to teachers how to collect and analyze student written responses to course material for indicators of misperceptions and/or misunderstandings of lesson objectives and plan future instruction accordingly.

For general purpose technology, teachers learn effective uses for themselves and their students of productivity software such as Word and PowerPoint for various written and presentation activities related to specific disciplines. For data collection and research, teachers and their future students become familiar with data manipulation software (Excel) and devices (accelerometers and water chemistry probes) to collect digital data used to examine and report particular science phenomena. For assessment purposes, teachers learn to use digital devices for self-reflection activities to help determine teacher effectiveness. Teachers also become familiar with assessment and recording software to influence overall teaching effectiveness. Grading programs are used to compile accurate data, and to use data for formative and summative purposes. Also, teacher candidates are taught how to use technology for test construction based on the Basic Teaching Model with attention to item analysis, reliability, validation, and subsequent data analysis. This is conducted through data management programs (such as Microsoft Excel).

Students in EDSP 426 Developing Instructional Programs are required to complete an assistive technology assignment. Outcomes for this assignment include:

- Defining assistive technology
- Differentiate between assistive technology devices and assistive technology services
- Understand how assistive technology helps students with disabilities gain access to the curriculum
- Understand that the IEP team is responsible for considering assistive technology for students with disabilities
- Access resources that support the use of assistive technology for students with disabilities

After the EDSP 426 students complete the assignment they are required to reflect in writing on the assignment, respond to

peer's reflections and take a formal assessment on the outcomes above.

Please see the link below to the module students are required to complete as part of the assistive technology assignment and as part of the course requirements for EDSP 426.

<http://iris.peabody.vanderbilt.edu/at/cwrap.htm>

The Basic Teaching Model holds that if the performance assessment component is good then this warrants that learning is sufficient enough to begin the next unit. If the performance assessment component yields insufficient learning, the teacher must get on the feedback loop and re-examine each component to determine the area of difficulty, be it instructional objectives, entering behaviors, instructional methodology, or the assessment instrument itself. Depending upon the importance of the educational material as requisite to future learning and/or the necessity of the performance assessment, teachers may need to re-teach and/or retest.

Teacher candidates learn to use TaskStream™ as a web-based folio system and assessment system linking standards to assignments and generating and using rubrics for assessments. They access the literacy standards for their particular grade level through the Internet. They complete lesson plans in word processing that follow a certain format. They can access this format on the blackboard™ site. They obtain the syllabus and assessment packet on the blackboard™ site. When they make their presentations in class, they often use the Internet and such things as U-Tube to motivate and introduce their subjects.

## 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 general education preservice teachers successfully complete one of these two courses: EDSP 300 Educating for Exceptionalities or PEP 424: Inclusive Physical Education and Recreation.

EDSP 300: Educating for Exceptionalities effectively prepares general education teachers, including those who are limited English proficient, to teach students with disabilities, including training related to participation as a member of individualized education program teams by teaching terminology, laws, policies, instructional and assessment strategies and best practices that are consistent with the Individuals with Disabilities Education Act (IDEA). Goals for this course are met by providing opportunities for preservice teachers to participate in simulations, presentations, content reading, classroom discussion and written reflection.

PEP 424: Inclusive Physical Education and Recreation – Provides students majoring in Physical Education Teacher

Education and in Recreation an overview of movement and physical activities in physical education and recreational settings for individuals with disabilities. Emphasis will be on history, laws (IDEA, ADA, including the 504), etiology, characteristics, services, resources, professional competencies, assessment and instructional strategies, and teaching practices as recommended by the Adapted Physical Education National Standards (APENS), National Association of Sport and Physical Education (NASPE), and the National Park and Recreation Association (NPRA). Objectives will be met through practical experience (service-learning projects in the community), simulations, peer teaching, presentations, journal readings, reflective writing, and class discussions.

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**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 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.**

EDSP 426/390: Developing Instructional Programs effectively prepares special education teachers, including those who are limited English proficient, to teach students with disabilities, including training related to participation as a member of individualized education program teams by providing students with opportunities to observe and develop individual education programs. Goals for this course are met by providing opportunities for preservice teachers to participate in simulations, presentations, content reading, classroom discussion and written reflection.

## 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.**

Teacher preparation programs are designed to prepare candidates for entry into the teaching profession. Degree programs include a broad general education, content preparation appropriate for the teaching major, and focused and coordinated field experiences. Programs leading to initial teacher preparation are offered in agricultural education, business and marketing education, early childhood development and education, elementary education, family and consumer sciences, music education, physical education, school and community health education, secondary education (including teaching majors in art, biological sciences, chemistry, earth science, English, French, Geography, German, History, journalism, mathematics, physical sciences, physical science-life science, physics, political sciences, psychology, social science, Spanish, speech, theatre arts, theatre arts-speech), special education, technology education, and professional-technical education (teaching option). The college also offers undergraduate degrees in athletic training, dance, technology education, recreation, and sport science. The college has faculty located at each of the university resident instructional centers. In addition to program delivery in Moscow, candidates can access initial programs in elementary and special education and advanced programs in school administration and counseling at Coeur d'Alene and initial programs in

professional technical and technology education and advanced programs in school psychology and school administration at Boise.

Supporting Files

University of Idaho  
Traditional Program  
2009-10

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