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The College of Wooster  
Traditional Program

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AY 2013-14

Institution Information

**Name of Institution:** The College of Wooster  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Ohio

**Address:** Morgan Hall  
 930 College Mall  
 Wooster, OH, 44691

**Contact Name:** Ms. Jennifer Shutt  
**Phone:** 330-287-1961  
**Email:** jshutt@wooster.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/oii/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>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adolescent Young Adult: Integrated English Language Arts	No
Adolescent Young Adult: Integrated Mathematics	No
Adolescent Young Adult: Integrated Social Studies	No
Early Childhood Education	No
Multi Age: Music	No

Total number of teacher preparation programs: 5
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## Section I.b Admissions

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

Other Introductory licensure area methods course

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

Yes

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

<http://www.wooster.edu/academics/areas/education>

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

Initially, all students must take Introduction to Education which is a general foundations course. Students may apply for provisional admission into a licensure program following successful completion of this course. However, they must successfully complete the subsequent introductory methods course in their specified licensure area before applying for full formal admission. Students are fully admitted to the teacher education program at the completion of the introductory methods course specific to their licensure program providing all other criteria are met. The semester in which the students complete this course may vary by licensure area. For instance, those seeking an early childhood teaching license seek full admission to the program at the end of the first semester of their sophomore year, upon successful completion of the Introduction to Early Childhood course. Those seeking an Adolescent to Young Adult teaching license seek full admission to the program at the end of the first semester of their junior year, upon successful completion of the Introduction to Adolescent to Young Adult Education course. Lastly, those seeking a multi-age teaching license seek full admission to the program at the end of the second semester of their sophomore year, upon successful completion of the Music Education introductory course.

## Section I.b Undergraduate Requirements

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

**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.**

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Program Planning Sheet	Yes	No

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

2.667

**What was the median GPA of individuals accepted into the program in academic year 2013-14**

3.444

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

2.667

What was the median GPA of individuals completing the program in academic year 2013-14

3.346

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))

Are there initial teacher certification programs at the postgraduate level?

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

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 2013-14:	49
Unduplicated number of males enrolled in 2013-14:	13
Unduplicated number of females enrolled in 2013-14:	36

2013-14	Number enrolled
<i>Ethnicity</i>	

Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	47
Two or more races:	1

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	225
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	51

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

Students are in the field beginning with EDUC100 (Introduction to Education). Admittance into the program does not happen until the completion of the early methods courses, during the sophomore or junior years.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	12
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	5
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	1
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	

Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
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	
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
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	1
Social Sciences	
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	2
Visual and Performing Arts	
History	4
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	
English Language/Literature	6
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	1
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: Communications and Communications Disorders	3

## Section I.f Program Completers

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

2013-14: 27

2012-13: 15

2011-12: 10

## 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/tsa.html>.

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

### Academic year 2013-14

**Did your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2013-14?**

3

**Did your program meet the goal for prospective teachers set in mathematics in 2013-14?**

No

**Description of strategies used to achieve goal, if applicable:**

Two math students were added, not three. The Department of Education was in full communication with the Mathematics Department during the 2013-14 academic year. Conversations were held with the current math students to strategized how to recruit and encourage other math students to become prospective teachers in math.

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

The Department of Education will continue to stay in communication with prospective students. More engagement with the math department will occur.

**Provide any additional comments, exceptions and explanations below:**

### Academic year 2014-15

**Is your program preparing teachers in mathematics in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2014-15?**

2

**Provide any additional comments, exceptions and explanations below:**

The two students for 2014-15 academic year are preparing to student teach in the Fall of 2015.

### Academic year 2015-16

**Will your program prepare teachers in mathematics in 2015-16?**

Yes

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

2

**Provide any additional comments, exceptions and explanations below:**

The Department of Education will continue communications with prospective students and the math department.

## 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 2013-14**

**Did your program prepare teachers in science in 2013-14?**

No

**How many prospective teachers did your program plan to add in science in 2013-14?**

**Did your program meet the goal for prospective teachers set in science in 2013-14?**

Data not reported

**Description of strategies used to achieve goal, if applicable:**

**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 2014-15**

**Is your program preparing teachers in science in 2014-15?**

No

**How many prospective teachers did your program plan to add in science in 2014-15?**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2015-16**

**Will your program prepare teachers in science in 2015-16?**

No

**How many prospective teachers does your program plan to add in science in 2015-16?**

**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 2013-14**

**Did your program prepare teachers in special education in 2013-14?**

No

**How many prospective teachers did your program plan to add in special education in 2013-14?**

**Did your program meet the goal for prospective teachers set in special education in 2013-14?**

Data not reported

**Description of strategies used to achieve goal, if applicable:**



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 2014-15

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

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

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 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

No

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

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.**

NA

**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:**

Faculty members are appointed as advisors at each level of admission to the program (Gate). Each faculty advisor meets individually with every student at each of the 4 admission and retention "Gates." Interaction in these meetings ensures that the teacher education student and program meet the assurances listed above. Also, members of the teacher education program participate in an "Action Plan" meeting every academic year, where data are examined and interpreted, decisions about the program are made, and student performance is discussed. At this meeting, such assurances are examined and discussed.

We have also recently hired an additional faculty member to teach our initial foundations course who brings over 30 years of experience teaching in at-risk settings.

All students are required to take a specific course in teaching students from diverse populations and with exceptionalities. These assurances are included on our official evaluation forms.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
3 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson All program completers, 2013-14	7			
1 -APK: EARLY CHILDHOOD (PK-3) Evaluation Systems group of Pearson Other enrolled students	2			
1 -APK: EARLY CHILDHOOD (PK-3) Evaluation Systems group of Pearson All program completers, 2013-14	6			
4 -APK: MULTI-AGE (PK-12) Evaluation Systems group of Pearson All program completers, 2013-14	5			
12 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
12 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	6			
21 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	5			
5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	1			

5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	4			
21 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	6			
21 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	3			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
41 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	5			
25 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	2			
61 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
61 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
61 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
32 -MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	5			
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	1			
5623 -PRINC LEARNING AND TEACHING 5-9 CBT Educational Testing Service (ETS) All program completers, 2012-13	2			
524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	6			
5624 -PRINC LEARNING AND TEACHING 7-12 CBT Educational Testing Service (ETS) All program completers, 2013-14	2			

621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	5			
521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	1			
521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	2			
5621 -PRINC LEARNING AND TEACHING EARLY CHILD CBT Educational Testing Service (ETS) All program completers, 2013-14	1			
5621 -PRINC LEARNING AND TEACHING EARLY CHILD CBT Educational Testing Service (ETS) All program completers, 2012-13	4			
81 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
81 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
81 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	27	27	100
All program completers, 2012-13	13	13	100
All program completers, 2011-12	10	10	100

### 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

**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.**

Technology projects are intentionally woven throughout the education curriculum, a strategy that allows teacher candidates to use instructional and informational technologies within a meaningful context. The unit faculty believe that candidates will incorporate technology in more authentic and meaningful ways if they are expected to use technology in their own teaching and learning.

All unit faculty require candidates to create, maintain, assess, and to use an electronic portfolio. This project/assignment is introduced in the ED 100 (Gate 1) class with corresponding introductory criteria. In subsequent education courses, the candidate is expected to continue and advance the development of their e-portfolio by adding accumulating artifacts that must be aligned with appropriate state, national and/or professional standards. As an example, a methods Reading course candidate is required to link artifacts to the International Reading Association's (IRA) professional standards and methods. Social Studies candidates are required to link their artifacts to the National Council for the Social Studies' (NCSS) professional standards.

This e-portfolio also serves as a means for featuring advancing technology skills and implementation strategies. Based on our NCATE Gate System, we use the following progression for teaching and implementing knowledge, skills, and dispositions necessary for educating digital-age learners:

Gate 1 (Introductory Level): E-Portfolio Requirements - creation of the e-portfolio shell that will be used throughout the program (resume, philosophy, milestones, and page for all associated standards). Field Requirements - development of SmartBoard-based lesson plans and experiences, creation of iPod and other handheld computing learning experiences, use of data analysis tools for assessment data, and electronic communication media with students, parents, and colleagues.

Gate 2 and Gate 3 (Methods level): E-Portfolio requirements – enhancement of artifacts, alignment with various standards, continuous reflections and updating of resume. Field and college classroom requirements – use Smart and mobile technology to teach a lesson, develop podumentaries, podcasts, digital video, iPads, mobile technology, and digital stories in order to model how, as future teachers, they might require their own students use these technologies and incorporate the use of wikis and blogs to communicate with students parents and administrators.

Gate 4 (Clinical level): E-Portfolio requirements – continue previously detailed additions with the objective of producing a functional electronic resume for upcoming job searches. Clinical practice requirements – Continue technology related teaching strategies outlined in Gate 3 description. Use of EXCEL spreadsheets to examine and report assessment data and continued development of various communication tools, use of digital video equipment for documentation of teaching practice

Based on this timeline, it is clear that the four required elements are in place and situated to ensure a systematic and systemic approach to preparing teachers to work with digital-age learners. We are very proud of this program and were pleased to have our program recognized as "Target" during our recent NCATE accreditation visit.

The Department of Education at The College of Wooster biannually collects data on applicant qualifications and candidate performance at the unit, program and candidate levels. That data along with data collected on graduate performance and unit operations is analyzed annually in a systematic effort to efficiently and effectively evaluate and improve the performance of the candidate, the unit and its programs. Evidence of this systematic evaluation process culminates in the resulting Unit Action Plan document generated at the conclusion of each academic year.

## 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.**

The Department of Education at The College of Wooster requires that all Early Childhood Education candidates enroll in and successfully complete the following course prior to program completion:

## ED 200 - Teaching Children with Special Needs

This course is designed to explore the federal government's exceptionalities categories and special education models currently used in schools. Emphasis is placed on the following topics: laws governing special education; research-to-practice gap; disproportionate representation in special needs classrooms; impact of ELL/ELLS; at risk students; collaborations with colleagues and students' families; instructional differentiation; early intervention; problem-solving; writing and interpreting the I.E.P.; and cultural diversity. The course includes a 20-hour field placement within a special needs classroom.

The Department of Education at The College of Wooster requires that all Adolescent and Young Adult Education and Multi-Age candidates enroll in and successfully complete the following course prior to program completion:

## ED 300 - Special Topics: Teaching Diverse Populations

This course examines topics relevant to teachers preparing to teach grades 7-12. Topics include: classroom management; effective professional relationships; roles and responsibilities of various school personnel; collaborative teaching and learning; differentiated instruction; teaching students with disabilities; ESL/ELL learners; content area reading; multicultural education; legal and ethical implications of teaching; school finance; educational technology; professionalism; standards and accountability; and school reform. Guest speakers from local schools and focused observations are integral to the course.

Although these two particular courses focus primarily on the preparation of general education teachers, these courses are designed how to teach students with disabilities. Aside from these two specific courses, the majority of courses throughout the education program integrate numerous lessons and specific instructional units with this same focus.

### 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 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.**

The Department of Education does not offer licensure in special education.

## 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 Department of Education at The College of Wooster biannually collects data on applicant qualifications and candidate performance at the unit, program and candidate levels. That data along with data collected on graduate performance and unit operations is analyzed annually in a systematic effort to efficiently and effectively evaluate and improve the performance of the candidate, the unit and its programs. The data is regularly reported during formal department meetings and during end year Action Plan retreats.

## Supporting Files

## Complete Report Card

AY 2013-14



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