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University of South Dakota
Traditional Program

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AY 2012-13

Institution Information

Name of Institution: University of South Dakota
Institution/Program Type: Traditional
Academic Year: 2012-13
State: South Dakota

Address: 414 E. Clark St

Vermillion, SD, 57069

Contact Name: Dr. Hee-sook Choi
Phone: 605-677-5437
Email: Hee-sook.choi@usd.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>)

Yes

If yes, provide the following:

Award year: 2009

Grantee name: Mid-Central Educational Cooperative

Project name: SD Partnership for Teacher Quality

Grant number: U405A0900010

List partner districts/LEAs:

Andes Central School District 11-1
Bennett County School District 03-1
Burke School District 26-2
Clark School District 12-2
Colome School District 59-1
Henry School District 14-2
Iroquois School District 02-3
Lyman School District 42-1
Montrose School District 43-2
Plankinton School District 01-1
Shannon County School District 65-1
Sisseton School District 54-2
Smee School District 15-3
Summit School District 54-6
Todd County School District 66-1
Wagner Community School District 11-4
White River School District 47-1
Wolsey-Wessington School District 02-6
Mid-Central Educational Cooperative

List other partners:

Mid-Central Educational Cooperative
SD Dept of Education's Office of Indian Education
University of SD School of Education
University of SD College of Arts and Sciences
University of SD College of Fine Arts
University of SD Office of Institutional Diversity
Rural Weaver

BC Kuhn Evaluation, LLC. - (Evaluator)

Project Type: Pre-baccalaureate

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/oi/tqp/index.html>.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? |
|---|---|
| Art Education | Yes |
| Biology Education | Yes |
| Chemistry Education | Yes |
| Earth Science Education | Yes |
| Elementary Education | Yes |
| English Education | Yes |
| French Education | Yes |
| German Education | Yes |
| History Education | Yes |
| Math Education | Yes |
| Music Education (Instrumental Emphasis) | Yes |
| Music Education (Vocal Emphasis) | Yes |
| Physics Education | Yes |
| Political Science Education | Yes |
| Spanish Education | Yes |
| Special Education | Yes |
| Speech Communication Education | Yes |
| Theatre Education | Yes |
| Total number of teacher preparation programs: 18 | |

Section I.b Admissions

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

Sophomore year post-graduate-after one semester of coursework

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.usd.edu/education/curriculum-and-instruction/application-to-teacher-education-program.cfm>

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

There is a Basic Admission and Retention Committee that reviews admissions and can make exceptions to admissions standards by allowing for provisional admission or modifying requirements. Usually they only give a one semester provisional admission while the student raises levels in an admissions area. There may be 4-6 provisional admissions per year.

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 | No | 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 | Yes | No |
| Subject area/academic content test or other subject matter verification | No | Yes |
| Recommendation(s) | Yes | Yes |
| Essay or personal statement | No | No |
| Interview | No | No |
| Other Grades in specific courses; meet all student teaching requirements before exit including Work Sample | Yes | Yes |

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

2.6

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.356

What is the minimum GPA required for completing the program?

2.7

What was the median GPA of individuals completing the program in academic year 2012-13

3.412

Please provide any additional comments about the information provided above:

We are raising the minimum GPA for admission into the teacher education program. It will be a 2.7 cumulative GPA beginning summer, 2015.

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?

Yes

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

| Element | Required for Entry | Required for Exit |
|--|--------------------|-------------------|
| Transcript | Yes | Yes |
| Fingerprint check | No | 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 | No |
| Minimum GPA in professional education coursework | Yes | Yes |
| Minimum ACT score | No | No |
| Minimum SAT score | No | No |
| Minimum basic skills test score | Yes | Yes |
| Subject area/academic content test or other subject matter verification | Yes | Yes |
| Recommendation(s) | Yes | Yes |
| Essay or personal statement | No | No |
| Interview | No | No |
| Other Grades in specific courses; Meet all student teaching requirements | Yes | Yes |

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

2.7

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.153

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.665

We are raising the admission cumulative GPA to 2.7 beginning summer of 2015.

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 2012-13: | 242 |
| Unduplicated number of males enrolled in 2012-13: | 58 |
| Unduplicated number of females enrolled in 2012-13: | 184 |

| 2012-13 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 5 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 1 |
| Asian: | 2 |
| Black or African American: | 1 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 230 |
| Two or more races: | 3 |

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 55 |
| Average number of clock hours required for student teaching | 560 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 25 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 210 |
| Number of students in supervised clinical experience during this academic year | 136 |

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

Depending on the major students complete 55 to 117 hours of pre-student teaching experiences. We moved to a full year-residency program so that the students in earlier experiences now will be spending a full year in the field which accounts for the reduction in early experiences. In 2012-2013 we had 27 of the 136 complete a year long student teaching experience with 1120 hours.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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 | 25 |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | 62 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | 5 |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 7 |
| 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 | 12 |
| Teacher Education - Physical Education and Coaching | 11 |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | |
| Teacher Education - Social Science | 1 |
| Teacher Education - Social Studies | |
| 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 | 1 |
| Teacher Education- History | 8 |
| Teacher Education - Physics | |
| Teacher Education - Spanish | 1 |
| Teacher Education - Speech | 1 |
| 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.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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 | 25 |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | 62 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | 2 |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 3 |
| 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 | 12 |
| Teacher Education - Physical Education and Coaching | 11 |
| Teacher Education - Reading | |
| Teacher Education - Science | |
| Teacher Education - Social Science | 1 |
| Teacher Education - Social Studies | |

| | |
|--|---|
| 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 | 6 |
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | 1 |
| 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 | 3 |
| History | 2 |
| Foreign Languages | 2 |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | 4 |
| 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.f Program Completers

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

2012-13: 116

2011-12: 119

2010-11: 118

Section II Annual Goals - Mathematics

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

No

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:

In 2012-2013 we had 4 completers. Although we recruited more than 5 to become math teachers, we lost those individuals before they student taught. We always seem to have some move to elementary education to become middle school math teachers rather than high school teachers. We will continue to look at improving our scholarship opportunities to see if this could increase our pool of candidates.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

We will not be able to meet this goal. Although we recruit individuals into the program, they often change their major to Elementary Education and then follow the curriculum to become a middle school math teacher instead of a high school math teacher.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

This appears to be a more realistic number of potential completers of the math program.

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Did your program meet the goal for prospective teachers set in science in 2012-13?

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:**

We only had 3 completers during the 2012-2013 year. We will continue to try to recruit individuals from the sciences by targeting completers in the sciences for the post-baccalaureate program.

Provide any additional comments, exceptions and explanations below:

We are planning to continue the scholarships and possibly up the amounts to get additional individuals to consider teaching in the sciences.

Academic year 2013-14**Is your program preparing teachers in science in 2013-14?**

Yes

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

6

Provide any additional comments, exceptions and explanations below:**Academic year 2014-15****Will your program prepare teachers in science in 2014-15?**

Yes

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

5

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/poUtsa.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 2012-13**Did your program prepare teachers in special education in 2012-13?**

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

16

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

We have streamlined the double major at the undergraduate level which may have encouraged more individuals to earn the special education licensure along with the elementary or secondary general education licensure. We have had success in marketing the Multi-categorical special education post-baccalaureate masters degree to encourage others to get licensed in the field.

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:**

We exceeded our expected level by 9 completers.

Academic year 2013-14**Is your program preparing teachers in special education in 2013-14?**

Yes

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

17

Provide any additional comments, exceptions and explanations below:

Will your program prepare teachers in special education in 2014-15?

Yes

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

17

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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

NA

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 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

We developed a new endorsement that could be added on to the existing general education majors. We will not have our first completers of this endorsement in the 2013-2014 year due to the time it took to get approvals through the BOR system and the SD Department of Education. We received approval from the State Department of Education that we may offer the endorsement as of November, 2013. In addition, we had our minor approved in 2014 through the BOR system.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

We received approval for the minor in ELL in 2014. The endorsement to be added to another teaching degree was approved in November of 2013 from the State of SD. The earliest we will have completers is probably the summer of 2015 due to the every other year course rotation.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

All undergraduate special education teachers complete a double major with a content area or elementary teaching along with a full special education majors. Students participate in diversity days in both American Indian and other diverse settings where students come from low-income families or where there are high numbers of students who are limited English proficient. All graduates complete courses in Human Relations, Indian Education, and Special Education regardless of their academic program.

Section III Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 2 | | | |
| ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12 | 3 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 4 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 2 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12 | 2 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |

| | | | | |
|--|----|-----|----|-----|
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 66 | 165 | 66 | 100 |
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 57 | 163 | 57 | 100 |
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 51 | 164 | 51 | 100 |
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 47 | 164 | 47 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 16 | 176 | 16 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 8 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 14 | 178 | 14 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 10 | 178 | 10 | 100 |
| ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11 | 2 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 4 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 6 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 6 | | | |
| ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 10 | 171 | 10 | 100 |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 12 | 169 | 12 | 100 |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 5 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 12 | 169 | 12 | 100 |
| | 6 | | | |

| | | | | |
|--|----|-----|----|-----|
| Educational Testing Service (ETS) Other enrolled students | | | | |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 11 | 152 | 11 | 100 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 12 | 159 | 12 | 100 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 15 | 155 | 15 | 100 |
| ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13 | 3 | | | |
| ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12 | 3 | | | |
| ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11 | 63 | 175 | 63 | 100 |
| ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13 | 51 | 173 | 51 | 100 |
| ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12 | 59 | 172 | 59 | 100 |
| ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12 | 5 | | | |
| ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11 | 51 | 176 | 51 | 100 |
| ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13 | 58 | 177 | 58 | 100 |
| ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12 | 51 | 175 | 51 | 100 |
| ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students | 20 | 172 | 20 | 100 |
| ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13 | 23 | 171 | 23 | 100 |
| ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12 | 16 | 173 | 16 | 100 |
| | 11 | 176 | 11 | 100 |

| | | | | |
|--|----|-----|----|-----|
| Educational Testing Service (ETS) All program completers, 2010-11 | | | | |
| ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 4 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13 | 2 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12 | 4 | | | |
| ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13 | 7 | | | |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12 | 8 | | | |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2010-11 | 11 | 162 | 11 | 100 |

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2012-13 | 116 | 116 | 100 |
| All program completers, 2011-12 | 119 | 119 | 100 |
| All program completers, 2010-11 | 116 | 116 | 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

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.

All undergraduate teacher preparation students complete two technology classes, TET 200-Basic Skills in Technology, and TET 400, Methods in Educational Technology & Media and demonstrate these skills in internships and student teaching.

TET 435: Students investigate the use of interactive response systems (ex. Smart Response, elnstruction, Promethean Votes) to collect student responses to questions, polls, and opinions which is an effective use of collecting the data that will guide the direction of classroom instruction. When using the web-based program Achievement Series (online or paper options), we can deliver assessments that specifically target SD content standards. In the process of analyzing the results, students learn to manage the results in an effective way to assess the effectiveness of instruction and content materials. It can also be a way to magnify and target specific standards that might be areas of weakness for each student.

TET 200: Students are introduced to and are asked to use Google Documents to create "forms" that collect data and input that data into a spreadsheet. This application allows teachers to collect and manage many types of data that teachers may need to collect. Polling the class, student likes & dislikes, learning preference surveys are some examples of how we have used them. Excel spreadsheet basics are taught during this class which involves creating a data base, merging information, and creating graphs to report data.

Student Teaching: During the student teaching semester all teacher preparation students complete a Work sample in which they pre-assess learning, identify weaknesses of individuals or disaggregate groups after reviewing the data, modify their instruction based on this information, and chart growth of individual students using technology.

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.

There is specific coursework and experiences for all general education students to prepare them for participation with IEP's, and teaching students with disabilities and those who are limited English proficient. An assignment of student teaching requires all students to participate in an IEP meeting on their student teaching checklist. Elementary Education Majors take 2 special education courses, SPED 100 Exceptional Persons and SPED 441, Inclusive Methods. In these courses they review an IEP, learning about places where general education teachers are part of the process. Using a case study, they hold a reasonable facsimile of an IEP meeting where individuals take on various roles. They also learn how to teach students from all 13 of the special education categories and gifted. In collaboration they also learn about pre-referral, placement meetings, parent disagreement with decisions, and general and special education teacher disagreement during mock meetings through case studies. Students often create inservice presentations to introduce parents to IEP processes or complete Fishbowl type IEP meetings where they learn how to participate in meetings and give feedback to their peers. Secondary and K-12 preservice teachers take SPED 100 Exceptional persons which also includes information about IEP components, and how to teach individuals with disabilities covering the 13 special education categories and gifted. Disabilities, UDL, and IEP information are also included in the textbook and within a module that they complete. These topics are thoroughly covered in class and through assignments. All preservice teachers in elementary education also take a course, ELED 462 (Teaching English as a New Language). In this course they learn teaching strategies for working with English Language Learners.

All preservice teachers in secondary and K-12 take the course SEED 450 (Content Area Literacy). Here, students learn methods for educating all learners, including English Language Learners (ELL), in preparation for teaching within their respective content areas in contemporary public middle and high schools, as well as during internships and student teaching.

Students receive instruction, participate in discussions, and complete tasks that include group presentations specifically regarding diverse students, including ELL ones. The course also includes, among other best-practice activities, instruction covering vocabulary acquisition and reading strategies, discussion techniques, using multiple levels of text, graphic organizers, and writing strategies, all strongly supporting diverse and ELL students in today's content area classrooms.

In addition, all teacher education candidates also take a course in Human Relations (EDFN 475/575) and Indian Education (INED 211/411/511 that prepares them to establish a culture and climate for learning recognizing the cultural differences and needs of various diverse groups.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes

Yes

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

Special Education teachers complete coursework in a number of areas. The entire program is focused on teaching students with disabilities effectively. Coursework covers research based methods for instruction, how to adapt curriculum and instruction to meet state standards for special needs students, the use of motivational/instructional systems for special needs learners, and the various models of data gathering systems to design and monitor progress toward IEP goals and objectives that are based on general education state standards. Students have multiple opportunities to write IEPs. They have assignments of writing IEP's and transition plans in classes and lesson plans to meet the goals and objectives. In addition, they must also write an IEP while student teaching. In SPED 432 Methods and Materials for Students with LD and SPED 420 Curriculum and Instructional Strategies they are prepared to teach students with disabilities. In these classes they learn a variety of strategies to assist students from linguistically diverse backgrounds to acquire the content curriculum taught in the general education classroom. The theory and methods learned in these courses are applied in real situations during student teaching.

In addition, all teacher education candidates also take a course in Human Relations (EDFN 475/575) and Indian Education (INED 211/411/511 that prepares them to establish a culture and climate for learning recognizing the cultural differences and needs of various diverse groups.

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.

1. We have moved to a year-long residency for most of our teacher education candidates in an effort to provide exposure to the entire academic year in the P-12 schools. We have also embedded key courses into the year-long experience to increase relevancy of this content. In addition, mentor teachers have been trained in co-teaching strategies to increase the positive impact of having two teachers throughout the year. 2. The University of South Dakota School of Education is involved in a regional Bush Grant to improve learning of P-12 students through improved teacher preparation. Through this grant we have new assessment instruments to evaluate program satisfaction as perceived by the program completers as well as principals at the end of the first year of teaching.

Supporting Files

Complete Report Card

AY 2012-13

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