Name of Institution: Prairie View A&M University

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Texas

Address: P.O. Box 519, MS 2400

Prairie View, TX, 77446

Contact Name: Dr. Patricia Hoffman Miller

Phone: 936-261-3600

Email: phmiller@pvamu.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	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credites/semester hours completed	Yes	Yes
Minimum high school GPA	Yes	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	Yes	Yes

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	Yes
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.pvamu.edu/pages/163.asp

Indicate when students are formally admitted into your initial teacher certification program:
Junior year After completing 42 hours core, and before taking CUIN courses.

Does your initial teacher certification program conditionally admit students? No

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:	4582
Unduplicated number of males enrolled in 2009-10:	1251
Unduplicated number of females enrolled in 2009-10:	3331

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	158
Race	
American Indian or Alaska Native:	0
Asian:	9
Black or African American:	3943
Native Hawaiian or Other Pacific Islander:	0
White:	396
Two or more races:	51

Section I.c Supervised Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	200
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	6
Number of students in supervised clinical experience during this academic year	86

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
Counselor	28
EC-4	45
Ed Diagnostician	12
English/Language Arts	9
History/Social Studies	4
Math	13
Music	4
Principal	146
Science	1
Special Education	21
Speech	1
TOTAL	284

Subject area	Number prepared
Counselor	28
EC-4	45
Ed Diagnostician	12
ELAR	9

History/Social Studies	4
Math	13
Music	4
Principal	146
Science	1
Special Education	21
Speech	1
TOTAL	284

Section I.e Program Completers

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

2009-10: 284

2008-09: 498

2007-08: 415

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	Academic year: 2009-10 Goal: Increase enrollment Goal met? Yes Description of strategies used to achieve goal: 1. Recruitment in College of Arts and Sciences for purposes of seeking educator certification in mathematics 2. Identification of freshman and sophmore candidates declaring education as a major; Seeking grants for scholarship for students Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Hire recruiter to recruit, retain, and graduate highly qualified teachers in the STEM area. Working to obtain NSF Grant Funding.
Science	Academic year: 2009-10 Goal: Increase STEM candidates Goal met? Yes Description of strategies used to achieve goal: 1. Recruitment in College of Nursing to encourage nurse majors to seek education/science as a major; 2. Expanding recruitment efforts in minority communities to attract candidates interested in teaching science. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Hire recruiter to recruit, retain, and graduate highly qualified teachers in the STEM area. Working to obtain NSF Grant Funding.

Special education	Academic year: 2009-10 Goal: Increase SPED candidates Goal met? Yes Description of strategies used to achieve goal: 1. Revision of alternative certification program to attract potential special education majors; 2. Identification of relationships with community colleges to attract and maintain prosepctive SPED majors. Expanding on-line course offerings to attract non-traditional degree completer candidates Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Hire recruiter to recruit, retain, and graduate highly qualified teachers in the STEM area. Working to obtain NSF Grant Funding.
Instruction of limited English proficient students	Academic year: 2009-10 Goal: Increase LEP candidates Goal met? No Description of strategies used to achieve goal: 1. Recruitment at predominantly Hispanic High Schools in metropolitan Houston Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Hire recruiter to recruit, retain, and graduate highly qualified teachers in the STEM area. Working to obtain NSF Grant Funding.
Recruit Male Minority Candidates	Academic year: 2009-10 Goal: Increase Male Candidates

	Goal met? No
	Description of strategies used to achieve goal:
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	Specific recruitment effort focused on minority males in area high schools, community colleges and other academic disciplines.

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.
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.
No

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:

The unit's Teacher Work Sample provides candidates with the opportunity to demonstrate their capacity in working with special education, limited English and urban children throughout districts in the metropolitan area.

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
TEX103 -BILINGUAL GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2007-08	1				92	254
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2009-10	6				99	262
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2008-09	4				100	263
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2007-08	3				99	267
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2007-08	2				99	263
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				97	267
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2009-10	2				100	264
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS)	1				99	262

All program completers, 2007-08						
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) Other enrolled students	1				88	256
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2009-10	32	238	16	50	98	264
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2008-09	26	246	21	81	98	264
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2007-08	21	249	19	90	98	265
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				87	253
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	3				88	251
TEX157 -HEALTH EC-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	271
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1				92	254
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2007-08	1				96	257
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2009-10	6				97	263
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2008-09	3				98	262
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2007-08	2				97	261
TEX135 -MATHEMATICS 8-12	5				71	249

Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses						
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1				93	259
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2008-09	1				94	258
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2007-08	1				96	259
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2009-10	3				96	256
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2009-10	9				98	268
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2008-09	8				99	268
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2007-08	9				99	268
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1				96	263
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2008-09	3				98	265
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2007-08	4				98	265
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	16	247	9	56	84	262

TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2009-10	14	253	13	93	95	263
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2008-09	15	249	14	93	96	262
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2007-08	19	255	17	89	97	262
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2009-10	21	251	15	71	96	262
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2008-09	25	245	18	72	97	262
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2007-08	18	251	18	100	98	263
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2009-10	2				96	260
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2008-09	2				98	265
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2007-08	1				98	264
TEX068 -PRINCIPAL Educational Testing Service (ETS) All program completers, 2007-08	1					
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2007-08	2				93	253

TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1				96	258
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2008-09	2				94	261
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2007-08	2				96	260
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2008-09	1				97	85
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	23	245	19	83	93	260
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	10	247	10	100	97	260
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2008-09	13	250	12	92	98	260
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2007-08	19	246	15	79	98	260
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2008-09	1				100	7

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	68	43	63	92
All program completers, 2008-09	54	44	81	95
All program completers, 2007-08	59	48	81	96

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
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

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.

1. Integration of Technology: The program recently received a grant for the development of SMART Room Technology and equipment to provide candidates with 21st century technology required to integrate technology into curricula;

2. Candidates are instructed on how to utilize technology in the analysis of student performance on the Texas STAR summative assessments.

3. Candidates are provided instruction in the disaggregation of data with reporting occurring on the Teacher Work Sample

4. Candidates are provided with technological applications unique to the Texas Career and College Readiness standards as adopted by the state.

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.

1. All candidates are required to complete coursework in special education as a part of their degree requirements prior to student teaching;

2. All candidates are required to be familiar with the use of the Electronic IEP and to function as a part of the IEP team assigned to a student;

3. Formal coursework for teaching LEP students is in the process of development. However, candidates are instructed in the foundation of instructional methods required to work with LEP students.

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 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.

Section VI. Teacher Training

Does your program prepare general education teachers to:

The Program in general education teaches students with disabilities effectively by requiring that all majors complete a special education introduction course where they are exposed to major issues in special education and the needs of diverse learners. Additionally, students are required to participate in classroom observations and demonstrations of teaching strategies across special education programs. Candidates also participate in mock ARD meetings where they learn and practice the role of teachers and others. Minimal training is offered to students in the area of teaching students who are limited English proficient but our students are encouraged to study and take the ESL TExES test as an endorsement to their certification.

Does your program prepare special education teachers to:

The Program in special education teaches students with disabilities effectively by requiring that all majors complete a special education introduction course where they are exposed to major issues in special education and the needs of diverse learners. Additionally, students are required to participate in classroom observations and demonstrations of teaching strategies across special education programs. Candidates also participate in mock ARD meetings where they learn and practice the role of teachers and others in that meeting. Candidates who major in special education have teaching methods (Methods for Teaching Exceptional Children SPED 4113 and practical applications (Practicum SPED 4123) and Student Teaching in Special Education (CUIN 4443), to prepare them for the rigors involved in special education. Minimal training is offered to students in the area of teaching students who are limited English proficient but our students are encouraged to study and take the ESL TExES test as an endorsement to their certification.

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 program is in the process of aligning all undergraduate and graduate degree programs with state certification efforts utilizing existing competencies and domains required to assure success in licensure efforts. An attachment of the science alignment and candidate assessment is attached.

Supporting Files